

Role of Demographic Factors on Emotional Intelligence of Tribhuvan University's Faculty Members

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Abstract

The main objective of this study is to examine the role of demographic factors (age, marital status, education, service year, designation, and income) in the level of emotional intelligence of faculty members. The population of the study is faculty members of the central campus of Tribhuvan University and its constituent campuses situated in Kathmandu, Bhaktapur, and Lalitpur districts. The structured questionnaire was distributed to the one hundred and six faculty members to get information regarding the influence of demographic factors on emotional intelligence. The questions related to emotional intelligence were based on the Goleman model (1998). The analytical research design was used by applying statistical tests like frequency, percentage, and one-way ANOVA for analyzing the data. The result revealed that demographic factors like age, education, service year, designation, and income influence emotional intelligence while marital status and gender do not. Some limitations and scope for future research have been discussed.

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Introduction

An individual's emotional intelligence has become more important in today's business world irrespective of the type of organization. Since the importance of emotions in human life came to light, the idea of emotional intelligence has gained popularity. Emotional intelligence is assessing one's and other's emotions, and controlling and expressing them (Wong & Law, 2002).

Lilavati and Chalam (2018) mention that understanding one's own and other people's emotions and responding appropriately are topics of emotional intelligence. Emotional intelligence is believed to affect an employee's personality, work performance, workplace harmony, and happiness. Employees with high emotional intelligence are regarded as upbeat, unattached to the past, maintaining peace at work, and having positive relationships with coworkers. Positive personnel improve productivity, foster positive client relationships, and foster positive attitudes toward the business. Pradhan, Jena, and Sing (2017) state that emotional intelligence and self-efficacy are positively correlated, and self-efficacy is a crucial component of psychological capital. Due to organizations' ongoing search for strategies to help their human capital function consistently, the topic of emotional intelligence is crucial. Emotions and feelings play a vital role in the performance of employees in organizations. The growth of business does not only depend on the intelligence quotient but the emotional intelligence of human resources has a great impact on organizational performance.

Determinants of emotional intelligence

The five elements of the Goleman model (1998), which emphasizes emotional intelligence as a broad range of competencies and skills that influence leadership effectiveness, are as follows:

Self-awareness- knowing one's emotions, strengths, limitations, desires, values, and aspirations while using intuition to inform judgments demonstrates self-awareness.

Managing emotions- is controlling or rerouting one's irrational feelings and urges while also adjusting to the situation as it evolves.

Social skill- managing other people's emotions to influence them in the way you want.

Empathy- recognize, comprehend, and take into account the feelings of others, especially when making decisions.

Motivating oneself- encourage yourself to succeed for your own reasons.

Problems and Objectives

The demographic makeup of the academic workforce is changing more quickly than ever before. Despite these modifications, academics are anticipated to give their best performance. With the increasing diversity of values, priorities, and cultures, demographic changes may have an impact on emotional intelligence as a predictor of individual performance (Shukla, & Srivastava, 2016). There may be disparities in employees' beliefs, values, and attitudes due to the workforce's demographic composition (Pooja & Kumar, 2016).

The main goal of this study is to examine the influence of demographic factors (gender, marital status, designation, service year, education, age, and income) on emotional intelligence among faculty members of the central campus of T.U. and its constituent campus.

Literature review

According to Goleman (1998), emotional intelligence is the ability to recognize our feelings and those of others, inspire ourselves, and manage emotions in ourselves and our relationships. Salovey and Mayer (1990) described emotional intelligence as one's ability to recognize one's own feelings and others' feelings to get information and use this information for guiding one's actions and emotions. Oztimurlenk (2019) says that the prosperity of an organization depends on the level of emotional intelligence of employees who are working at lower levels as well in the top level of organizations. Samuel and Osman (2022) mention that due to its influence on behavior and interactions with those around one, emotional intelligence is seen as a crucial component. In order to relieve stress, communicate, and connect with others, it is necessary to be able to recognize, use, and understand emotions.

Adeyemo (2008) studied the relationship between demographic factors and emotional intelligence among two hundred and fifteen workers of selected organizations using the simple random sampling method. The result showed that work experience, age, and gender seemed to have a significant relationship with their level of emotional intelligence.

Gowdhaman and Murugan (2009) analyzed the effect of demographic factors on emotional intelligence among B. Ed teacher trainees. Their result showed that age has a significant relationship with emotional intelligence.

Shukla and Srivastava (2016) analyzed the relationship between emotional intelligence and demographic factors and their result showed that age, service year annual income, and education influence the level of emotional intelligence among retail employees.

Lilavati and Chalam (2018) analyzed the effect of demographic factors on emotional intelligence among one hundred and forty employees working in retail stores in Vijayawada, Andhra Pradesh. The result of their study revealed that gender, age, and education influence emotional intelligence.

Stami, Ritin, and Dominique (2018) studied the effect of demographic factors on emotional intelligence among radiation therapists and found that age, job level, gender, and education of radiation therapists working in cancer care centers in Australia were found to be more significant determinants of emotional intelligence.

Marengo and Chinyamurindi (2018) analyzed the effect of demographic variables on emotional intelligence among early career academics and their result showed that age gender and work experience do not have any influence on emotional intelligence among early career academics in South African higher education

institutions.

Ozotimurlenk (2019) analyzed the impact of demographic factors on the emotional intelligence of one hundred and forty human resource managers in Turkey. Their result showed that age is the determinant factor affecting the level of emotional intelligence of human resource managers.

Uslu (2020) analyzed the association between demographic factors and emotional intelligence and the result showed that the gender of respondents has a significant relationship with emotional intelligence but not with other demographic factors (age, marital status, income, and education).

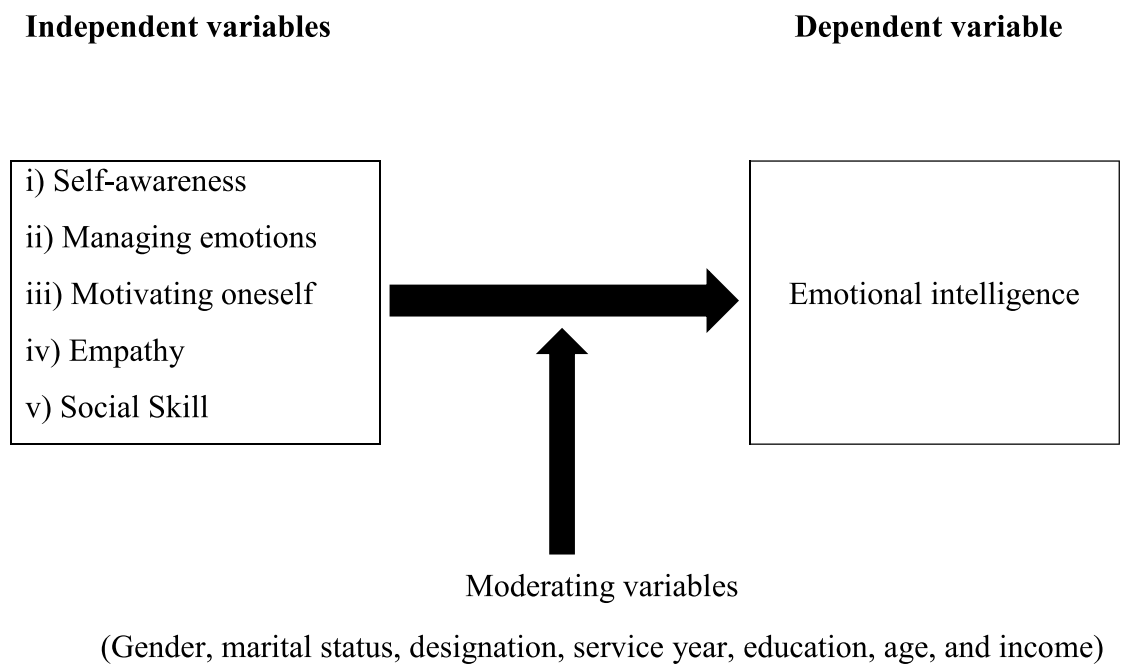
Tetteh, Nsiah, and Ameyah (2021) studied the influence of demographic factors on the emotional intelligence of 140 respondents in Ghana using the convenience sampling method and their results showed that age and marital status are significant factors influencing sub-scales of emotional intelligence among the staff of Ghana’s private and public institutions.

Samuel and Osman (2022) examined the effect of demographic factors on emotional intelligence among five hundred and thirty-six service sector employees and their results revealed that gender does not affect emotional intelligence but age, educational level, and job sector have moderate roles to influence emotional intelligence.

Conceptual framework

The following conceptual framework has been developed based on the literature of (Goleman, 1998; Shukla, & Srivastava 2016; Uslu, 2020). This study has conceptualized moderating variables’ (demographic factors) role in emotional intelligence. The moderating variables in this study are as follows:

Gender, marital status, designation, service year, education, age, and income



Hypothesis formulation

The following alternative hypotheses have been developed on the basis of a conceptual framework.

H₁: there is a significant influence of gender on the emotional intelligence of university faculty member

H₂: there is a significant influence of marital status on the emotional intelligence of university faculty member

H₃: there is a significant influence of designation on the emotional intelligence of university faculty member

H₄: there is a significant influence of service year on the emotional intelligence of university faculty member

H₅: there is a significant influence of education on the emotional intelligence of university faculty member

H₆: there is a significant influence of age on the emotional intelligence of university faculty member

H₇: there is a significant influence of income on the emotional intelligence of university faculty member

Research Methodology

Respondents were given standardized questionnaires in order to collect data for this study (relating to emotional intelligence). Also, an analytical research design was used in this study to examine how demographic factors affect emotional intelligence (a dependent variable). This study is based on first-hand information gathered from faculty members at the central department of management at TU and its constitute campuses through thoughtfully constructed structured questionnaires. The management faculties at TU's main campus and its affiliated campuses in the Kathmandu, Bhaktapur, and Lalitpur districts made up the study's population. The study's sample size is one hundred and six. The sample was chosen randomly from the central campus and its constituent campus, TU. The emotional intelligence questionnaire is based on Daniel Goleman's idea (1998). A 25-item questionnaire designed to test emotional intelligence has been used to assess its five components: self-awareness (SA), managing emotion (ME), motivating oneself (MO), empathy (E), and social competence (SS). The question was measured on a Likert scale ranging from strongly disagree (1) to strongly agree (5).

Result and Analysis

This section presents the result obtained from data regarding the demographic profile of the respondents and the influences of demographic factors on the level of emotional intelligence.

Table 1

Demographic status of respondents

Personality		Respondent	Percentage (%)
Gender	Male	104	98.1
	Female	2	1.9
	Total	106	100
Marital Status	Married	105	99.1
	Unmarried	1	0.9
	Divorced	0	0
	Widow	0	0
	Total	106	100
Designation	Teaching Assistant	4	3.8
	Lecturer	74	69.8
	Reader	24	22.6
	Professor	4	3.8
	Total	106	100
Service Year	≤ 5	10	9.4
	>5 ≤ 10	17	16.0
	>10 ≤ 15	43	40.6
	>15 ≤ 20	31	29.2
	Above 20	5	4.7
Total	106	100	
Education	Masters	22	20.8
	M. Phil	57	53.8
	PhD	27	25.4
	Post- Doctorate	0	0
Total	106	100	

Personality	Respondent	Percentage (%)
Age	≤ 30	0
	>30≤ 35	4
	>35≤ 40	31
	>40≤ 45	39
	>45≤ 50	25
	Above 50	7
	Total	106
Monthly stipend including basic and extra	≤ 50000	67
	50001- 70000	39
	70001-90000	0
	Above 90000	0
	Total	106

One hundred and six faculty members from Tribhuvan University’s main and constituent campuses were selected for this study. Male respondents made up the majority (98.1 percent) compared to female respondents (1.9 percent). According to this study’s findings, married respondents comprised 99.1 percent of the sample, while unmarried respondents comprised 0.1 percent. It seemed that almost all are married faculty members are married based on the sample taken for the study.

By designation, the study found that lecturers made up the biggest number, at 69.8 percent, compared to readers (22.6 percent), teaching assistants (3.8 percent), and professors (3.8 percent).

Considering the respondents’ years of service on campus, the majority of respondents (40.6 percent) were >10≤ 15 years, followed by >15≤ 20 years (29.2 percent), >5≤ 10 years (16.0 percent), ≤ 5 years (9.4 percent), and >20 years (4.7 percent).

According to the study, the biggest percentage of respondents (53.8 percent) had an M. Phil., followed by a Master’s degree (20.8 percent) and a Ph.D. (25.4 percent).

Considering the respondents’ age range, the survey revealed that the majority of respondents were between the ages of >40≤ 45 at 36.8 percent, >35≤ 40 at 29.2 percent, >45≤ 50 at 23.6 percent, >30≤ 35 at 3.8 percent, and over 50 with 6.6 percent.

Regarding the total monthly stipend, including the basic and additional amounts, 63.2 percent of respondents had an income of less than or equal to Rs50,000, while 36.8 percent had an income between Rs 50,000 and Rs70,00,000.

Table 2
Demographic Status and Level of Emotional Intelligence

Variables	Statistical test	p-value
Gender and emotional intelligence $t = 0.341$		0.734
Marital status and emotional intelligence $t = 1.44$	0.255	
Designation and emotional intelligence $F = 9.206$	0.000	
Service year and emotional Intelligence $F = 12.157$	0.000	
Education and emotional intelligence $F = 9.805$	0.000	
Age and emotional intelligence $F = 3.816$	0.006	
Income and emotional intelligence $F = 23.004$	0.000	

Table 2 shows that there is no significant mean difference (p-value = 0.734) in the level of emotional intelligence between male and female respondents at 0.05 level of significance. This result rejected the alternative hypothesis H_1 indicating no influence of gender on the level of emotional intelligence. The result obtained in this study is in line with (Maremba & Chinyamurindi, 2018) but not with (Lilavati & Chalam, 2018; Stami, Ritin, & Dominique, 2018).

Regarding the marital status of respondents, no significant difference ($t = 1.44$ and $p\text{-value} = 0.255$) in the mean value of married and unmarried respondents' emotional intelligence at 0.05 level of significance. The result revealed in this study rejected the alternative hypothesis H_2 showing evidence of no influence of marital status on emotional intelligence. This is in line with (Uslu, 2020) while contrary to (Tetteh, Nsiah, & Ameyah, 2021).

There is a significant difference ($F = 9.206$ and $p\text{-value} = 0.000$) between respondents with respect to designation at a 0.05 level of significance accepting the alternative hypothesis H_3 set for the study. This result is in line with (Stami, Ritin, & Dominique, 2018).

Regarding service year, there is a significant difference ($F = 12.157$ and $p\text{-value} = 0.000$) between respondents' level of emotional intelligence at a 0.05 level of significance accepting the alternative hypothesis H_4 . This result is consistent with (Shukla & Srivastava, 2016) while contrary to (Marengo & Chinyamurindi, 2018) showed that service year does not affect emotional intelligence.

Regarding education, there is a significant difference ($F = 9.805$ and $p\text{-value} = 0.000$) in the emotional intelligence of respondents at a 0.05 level of significance accepting the alternative hypothesis H_5 . This result is consistent with (Lilavati & Chalam, 2018; Stami, Ritin, & Dominique, 2018). Their result revealed that education does not play any role in emotional intelligence.

Regarding age, there is a significant difference ($F = 3.816$, and $p\text{-value} = 0.006$) in the level of emotional intelligence at a 0.05 level of significance and accepted alternative hypothesis H_6 . This result is consistent with (Shukla & Srivastava, 2016; Lilavati & Chalam, 2018; Stami, Ritin, & Dominique, 2018) but contrary to (Uslu, 2020) showing that age does not affect emotional intelligence.

Regarding income, there is a significant difference ($F = 23.004$, and $p\text{-value} = 0.000$) in emotional intelligence at a 0.05 level of significance accepting the alternative hypothesis H_7 . This result is consistent with (Shukla & Srivastava, 2016) and inconsistent with (Uslu, 2020) revealed that income does not affect emotional intelligence.

Conclusion

The study's findings revealed that demographic factors influence the level of emotional intelligence of Tribhuvan University faculty members. Some demographic characteristics were found to have a significant influence on their emotional intelligence. Gender and marital status of faculty members did not appear to play any effect in influencing emotional intelligence, however, some demographic parameters such as the level of education, service year, age, and position held by them may affect emotional intelligence. According to research, these factors will also impact their ability to maintain emotional stability. An increase in age, experience, education level, and position in an organization helps people become more emotionally stable. To flourish in interpersonal relationships and attain outstanding performance in the workplace, an individual must have emotional intelligence. Organizational training is required to promote emotional intelligence and reduce the effect of demographic factors on emotional intelligence. A socializing program for new hires should be provided, according to Adeyemo (2008), in order to make up for their lack of experience. This study has some limitations and does not cover all the faculty members of other universities in Nepal so future researchers are suggested to conduct research in other sectors like a hospital, hotel industries, and tourism sectors because the emotional intelligence of the workforce plays a vital role in those sectors.

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