

# Assessing the Role of Age, Gender, Marital Status, Experience and Organizational Experience in the Relationship of Emotional Intelligence and Managerial Effectiveness



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## Abstract

In order to develop and enhance workforce capabilities and to successfully compete in the 21st century, organizations have to embark on future oriented human resources strategies. It has been found that the individual competencies of the workforce in any organization would determine its overall success. This success, among other things, may be attributed to the socio - behavioral characteristics and adjustments these individuals have to make in their job-role and position-power to gain common ground in any organizational setting. People who rise to the top of their are not just good at their jobs but they are easy-going, flexible and optimistic. In other words, it takes more than traditional cognitive intelligence to be successful at work. It consider 'emotional intelligence,' a social intelligence that enables people to recognize their own, and other peoples' emotions. At its best, emotional intelligence is about influence without manipulation or abuse of authority. It is about perceiving, learning, relating, innovating, prioritizing and acting in ways that take into account and legitimize emotions, rather than relying on logic or intellect or technical analysis alone (Ryback, 1998). The present paper is an attempt to find the role of age, gender, marital status, experience and organizational experience in the relationship of Emotional Intelligence and Managerial effectiveness.

**Keywords:** Emotional Intelligence, Managerial Effectiveness/ Organizational Effectiveness, Age, Sex, Marital Status. Experience, Organizational Experience

## Introduction

### Emotional Intelligence at Workplace

A manager is a person who has to manage the mood of their organizations. The most gifted corporate leaders accomplish that by using a mysterious blend of psychological abilities known as emotional intelligence. They're self-aware and empathetic. They can read and regulate their own emotions while intuitively grasping how others feel and gauging their organization's emotional state.

'Emotional intelligence matters twice as much as technical and analytic skill combined for star performances and the higher people move up in the company, the more crucial emotional intelligence becomes.' Bosses and leaders, in particular, need high EQ because they represent the organization to the public, they interact with the highest number of people within and outside the organization and they set the tone for employee morale, says Goleman (1995). Leaders with empathy are able to understand their employee's needs and provide them with constructive feedback.

Managerial effectiveness is a causal variable in organizational effectiveness. According to the Reddin (1990) it is the extent to which managers achieve the output requirements of their positions. On the other hand an organization may be considered as effective when it succeeds in achieving desired objectives with efficiency in given environmental settings.

### EQ and Managerial Effectiveness

The concept of managerial effectiveness has become the central issue in management. It is the manager's job, to be effective. Managerial effectiveness is different from apparent effectiveness. It is not what

managers do but what they really achieve. It is not something a manager has but something a manager produces by handling a situation in a right manner. Managers alone are responsible for wealth creation within the boundaries set by the government. They use resources productively, waste less and make-work enjoyable and worthwhile. Managerial effectiveness, as defined by Reddin (1987), is the extent to which managers achieve the required output of their position. According to Drucker (1967), "Effectiveness does not come by itself. It can be learned or acquired. Simply having a good level of intelligence, imaginative powers and work knowledge are not the guarantee of the managerial effectiveness." Emotional Competence is a learned capability that results in outstanding performance at work (Singh, 2003). According to Singh, our emotional intelligence is what determines our potential to learn practical skills. Our emotional competence shows how much of this potential is translated into on-the job capabilities. Emotional competencies are clustered into groups, each based on common underlying emotional intelligence ability. These underlying emotional intelligence abilities are vital if people are to successfully learn the competencies necessary to succeed at the work place.

Recent research has made important strides toward understanding the usefulness of emotional intelligence in the work place (Goleman, 1995a; Mayer & Salovey, 1997; Jac, 1997; Sitarenios, 1998; Goleman, 2001; Cherniss & Adler, 2000; Lagrange & Roodt, 2001; Slaski & Cartwright, 2002; Sitarenios, 2002; Sinha and Jain, 2004; Donaldofeidler & Bond, 2004). All these works provide a number of practical guidelines for the implementation and development of emotional intelligence in order to improve performance measure within occupational settings. EI in the work place is relevant to select and develop a career; and also its impact on individual performance and organizational effectiveness is stressed by them. In a nutshell: emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions effectively in ourselves and others. An emotional competence is a learned capacity based on emotional intelligence that contributes to effective performance at work. To conclude, high performers have high emotional competencies in all respect.

#### **Objective of the Study**

In the direction of the available literature concerning the relationship of emotional intelligence, managerial effectiveness an attempt has been made to study the moderating effects of age, sex, marital status, experience, organizational experience on the relationship of emotional intelligence (overall and area wise) and overall managerial effectiveness

#### **Hypotheses**

##### **H1**

Age would significantly affect the relationship between emotional intelligence (dimension wise and overall) and Managerial

Effectiveness (overall) by acting as a moderator variable.

##### **H2**

Sex would significantly affect the relationship between emotional intelligence (dimension wise and overall) and managerial effectiveness (overall) by acting as a moderator variable.

##### **H3**

Marital status would significantly affect the relationship between emotional intelligence (dimension wise and overall) and managerial effectiveness (overall) by acting as a moderator variable.

##### **H4**

Experience would significantly affect the relationship between emotional intelligence (dimension wise and overall) and managerial effectiveness (overall) by acting as a moderator variable.

##### **H5**

Organizational experience would significantly affect the relationship between emotional intelligence (dimension wise and overall) and managerial effectiveness (overall) by acting as a moderator variable.

#### **Design & Methodology**

##### **Nature of the study**

The present study is co-relational in nature. Present investigation is primarily focusing on following variables:

##### **Predictor Variables**

Personal Background variables (Age, Sex, Marital Status, Experience, Organizational Experience)

##### **Criterion Variables**

1. Managerial Effectiveness
2. Emotional Intelligence

##### **Sample**

The study was conducted on 200 employees incidentally selected from private telecom operators of Lucknow. The age group of these employees ranged from 28 years to 45 years. The sample consists of both married and unmarried employees out of this 87 were female and 113 were male employees. These employees were randomly selected from six different departments namely:

1. Sales,
2. Operation,
3. Accounts,
4. Technical,
5. Customer Care,
6. HR.

The designation of these employees ranged from

1. Executive.
2. Senior Executive,
3. Assistant Manager,
4. Manager,
5. Zonal Manager
6. Regional Manager.

The educational qualification also ranged from

1. Graduate (BA, BSC, BCOM)

2. Post graduate (MA, MSC, MCOM),
3. graduate with Professional qualification (BE, BBA),
4. Post graduate with professional qualifications (MBA/CA).

Their total work experience ranged 3 years to 25 years. Their tenure in current job ranged from 1 years to 12 years.

**Measures**

**Emotional Intelligence Scale (E.I.S)**

Emotional Intelligence Scale dimensions	Item Numbers	Total Number of items
Self Awareness	1 to 12	12
Self Regulation	13 to 24	12
Motivation	25 to 36	12
Social Awareness	37 to 48	12
Social Skills	49 to 60	12
<b>Total</b>		<b>60</b>

Participants' emotional intelligence was measured by a scale developed and standardized by Singh (2004). It is consisted of 60 statements which were grouped under five categories namely: Self

awareness, Self Regulation, Motivation, Social Awareness, and Social Skills. Higher score indicates high level of emotional intelligence in that respective area. The author has reported the value of internal reliability ( $\alpha=0.88$ ), and content and face validity is examined by asking from 10 specialists. In the present study, internal reliability was satisfactory ( $\alpha=0.93$ ).

The five areas of emotional intelligence have different numbers of items which are mentioned as below. The individual had to rate the statements is in 5,4,3,2, 1 for describe me very well, well, moderately well, little and not at all respectively. Higher score indicates high level of emotional intelligence in that respective area.

**Managerial Effectiveness Questionnaire**

The Managerial effectiveness questionnaire was devised by GUPTA (1986). It has 45 items. The test studied sixteen factors. These factors are tapping three important aspects of managerial effectiveness: activities of his position, achieving the results and developing further potential.

Factors	Area Chosen	Item Nos.
1 Factor I	Confidence In subordinates	33, 34, 19
2. Factor ii	Communication and task management	21,8,9, 35
3. factor iii	Networking	44, 45, 15
4.Factor iv	Colleagues Management	42,26,1, 16, 23
5.Factor v	Discipline	22, 37
6.Factor vi	Informal communication	7, 24, 17
7.Factor vii	Management and work environment	6, 14
8.Factor viii	Conflict resolution	5, 11
9.Factor ix	Integrity and communication	40, 43
10.Factor x	Client management and competence	1, 27
11.Factor xi	Motivation	25,13,2,20
12.Factor xii	Delegation	3, 4
13.Factor xiii	Image building	36, 28, 18
14.Factor xiv	Welfare management	31, 30, 29
15.Factor xv	Consultative	12, 39
16.Factor xvi	Inspect and innovation	10, 32, 38

**Reliability**

Reliability, which is concerned with the stability or trust worthiness of a measure is reasonably high and was found by two methods

**Test Retest Reliability Test**

Reliability coefficient or stability co-efficient was determined by administering the scale to the same 20 managers after a period of 20 days. The test retest reliability was found to be 0.73.

**Split- Half Reliability**

Split-half coefficients of internal consistency were determined by the spearman - Brown prophecy Formula. Here the test consisting of 56 items were divided into two halves and split - half reliability was found to be 0.73.

**Scoring**

- 1= never
- 2= sometimes,
- 3= Undecided,
- 4= Usually
- 5= Always

Thus a statement rated never was given a score of 1 and the like.

Ten items numbered 21,8,9,35,40,43,3, 4,36, 18 were scored negatively i.e., the scoring was reversed. Hence for the aforesaid ten item numbers scoring was as follows: 5-Never, 4-Sometimes 3-Undecided 2-Usually 1-Always.

**Results & Interpretation**

**Sub-Group Analysis**

Sub-group analysis was used to set eyes on the relationship between a dichotomous variable and a continuous variable. The moderator variables in our case were personal background variables (age, gender, marital status, experience and organizational experience). These were dichotomize at the median and labeled as 'Low Group' (less than or equal to median) and as 'High Group' (greater than median). To ascertain the moderator effect of personal background variables, the simple product moment correlation between organizational role stress with emotional intelligence were calculated separately for each (low/high) group. To test the significance

difference between two correlation coefficients, the coefficients for each group were transformed into Fisher's Z function. The function Z has two advantages over 'r' (1) its sampling distribution is approximately normal and (2) its SE depends only upon the size of the sample 'N', and is independent of the size of 'r'. The formulae for 't-value' and SE are given below:

$$t = \frac{(r_{z1} - r_{z2})}{SE} \quad \text{and}$$

$$SE = \left( \sqrt{\frac{1}{(N1-3)} + \frac{1}{(N2-3)}} \right)$$

Where,

N1 and N2 are the sub-sample sizes for low and high groups respectively,  $r_{z1}$  and  $r_{z2}$  are the Fisher's Z-values against each groups' correlation coefficients and SE is the standard error of the estimate. The Fisher's Z-value is equal to correlation coefficient, if coefficient is less than or equal to 0.25.

Following Tables (Table 1,2,3,4 and 5) presents the sub-group analysis to study the moderating effect of personal background variables on the relationship of managerial effectiveness and emotional intelligence.

All the analysis has been done using SPSS 16.0

**Table 1**  
**Sub-Group Analysis for Age as Moderator of the Relationship between Emotional Intelligence And Managerial Effectiveness**

Variables	Un-Moderated Correlation		Moderated Correlations				t-value
	r	N	High		Low		
			rz1	n1	rz2	n2	
<b>Moderator: Age</b>							
Self awareness with MGR	.86	200	1.07	96	1.07	104	0.00
Self regulation with MGR	.89	200	0.95	96	1.33	104	2.64
Motivation with MGR	.90	200	1.05	96	1.33	104	1.95
Social awareness with MGR	.89	200	1.07	96	1.29	104	1.53
Social skills with MGR	.87	200	0.93	96	1.19	104	1.81
EI with MGR	.94	200	1.42	96	1.53	104	0.77

t=1.97 (p < 0.05), t=2.35 (p < 0.02), t=2.60 (p<0.01)

As per the findings presented in the Table 1 which depicts....social skills with managerial effectiveness (overall)....With this we see that the hypothesis (H1) has been partially accepted.

There has been found a set of processes involved in attaining managerial effectiveness. These processes are components of an adaptive self-regulation framework. They involve the active

management of constituencies' role expectations and performance opinions through standard-setting, discrepancy-detection, and discrepancy-reduction. These processes serve to enhance constituents' opinions of the manager's effectiveness.

With this we see that the hypothesis (H1) has been partially accepted.

**Table 2**  
**Sub-Group Analysis for - Sex, As A Moderator in The Relationship between Emotional Intelligence and Managerial Effectiveness**

Variables	Un-Moderated Correlation		Moderated Correlations				t-value
	R	N	Male		Female		
			rz1	n1	rz2	n2	
<b>Moderator: Sex</b>							
Self awareness with MGR	.86	200	1.19	113	1.42	113	1.71
Self regulation with MGR	.89	200	1.38	113	1.42	113	0.30
Motivation with MGR	.90	200	1.42	113	1.47	113	0.37
Social awareness with MGR	.89	200	1.33	113	1.53	113	1.48
Social skills with MGR	.87	200	1.26	113	1.42	113	1.19
EI with MGR	.94	200	1.59	113	1.83	113	1.78

t=1.97 (p < 0.05), t=2.35 (p < 0.02), t=2.60 (p<0.01)

It was indicated that Sex (gender) did not have moderating effect on the relationship of

managerial effectiveness (overall) and emotional intelligence (both overall and area wise).

**Table 3**  
**Sub-Group Analysis for Marital Status as the Moderator in the Relationship between Emotional Intelligence and Managerial Effectiveness**

Variables	Un-moderated correlation		Moderated Correlations				t-value
	R	N	Married		Unmarried		
			rz1	n1	rz2	n2	
<b>Moderator: Marital Status</b>							
Self awareness with MGR	.86	200	1.13	71	1.10	129	0.20
Self regulation with MGR	.89	200	1.33	71	1.16	129	1.13
Motivation with MGR	.90	200	1.42	71	1.19	129	1.53
Social awareness with MGR	.89	200	1.33	71	1.22	129	0.73
Social skills with MGR	.87	200	1.29	71	1.07	129	1.46
EI with MGR	.94	200	1.74	71	1.38	129	2.39

t=1.97 (p < 0.05), t=2.35 (p < 0.02), t=2.60 (p < 0.01)

As per the findings presented in the table 3 marital status was found to have moderating effect only on the relationship between emotional intelligence (overall) with managerial effectiveness

(overall). In rest of the relationships marital status was found to have no moderating effect as the t-value was not found to be significant.

**Table 4**  
**Sub-Group Analysis for Experience, as the Relationship between Emotional Intelligence and Managerial Effectiveness**

Variables	Un-moderated correlation		Moderated Correlations				t-value
	R	N	High		Low		
			rz1	n1	rz2	n2	
<b>Moderator: Experience</b>							
Self awareness with MGR	.86	200	1.05	89	1.13	111	0.55
Self regulation with MGR	.89	200	0.95	89	1.33	111	2.63
Motivation with MGR	.90	200	1.02	89	1.38	111	2.49
Social awareness with MGR	.89	200	0.81	89	1.33	111	3.60
Social skills with MGR	.87	200	0.91	89	1.22	111	2.14
EI with MGR	.94	200	1.33	89	1.59	111	1.80

t=1.97 (p < 0.05), t=2.35 (p < 0.02), t=2.60 (p < 0.01)

From the above Table 4 it is concluded that experience have a moderating effect on the relationship of self regulation, motivation, social

awareness, social skills with Managerial effectiveness.

**Table 5**  
**Sub-Group Analysis for Organizational Experience, As a Moderator in Relationship between Emotional Intelligence and Managerial Effectiveness**

Variables	Un-Moderated Correlation		Moderated Correlations				t-value
	r	N	High		Low		
			rz1	n1	rz2	n2	
<b>Moderator: Organizational Experience</b>							
Self awareness with MGR	.86	200	1.00	73	1.42	127	2.81
Self regulation with MGR	.89	200	1.05	73	1.53	127	3.21
Motivation with MGR	.90	200	1.02	73	1.59	127	3.81
Social awareness with MGR	.89	200	0.85	73	1.74	127	5.95
Social skills with MGR	.87	200	0.89	73	1.53	127	4.28
EI with MGR	.94	200	1.26	73	1.95	127	4.62

t=1.97 (p < 0.05), t=2.35 (p < 0.02), t=2.60 (p < 0.01)

The above table 5 suggests that organizational experience have a moderating effect in the relationship of emotional intelligence (both area-wise and overall) and managerial effectiveness (overall). Organizational experience is nothing else than manager's tenure in the organization. Obviously, the longer we live in one organization the more effective we will be. Citing a day today example a child of 15 years would be more clear about his family (composition, norms, guiding forces, values etc) than a child of 5 years. It may be attributed to the one's tenure in the organization which help him in developing self

awareness, self regulation, motivation, social awareness and social skills which ,in turn, help in improving managerial effectiveness. With this we accept fifth (H5) hypothesis.

**Conclusion**

In regard to relationship of emotional intelligence and Managerial Effectiveness age, marital status, experience and organizational experience had partially moderating effect whereas Sex had no moderating effect on the said relation.

**Implication, Limitation and Suggestions**

EQ embraces two aspects of intelligence that is understanding yourself (your goals, intentions,

responses, behavior and all) and Understanding others, and their feelings. The essential premise of EQ is, to be successful requires the effective awareness, control and management of one's own emotions, and those of other people.

Managerial effectiveness is a causal variable in organizational effectiveness. According to the Reddin (1990) it is the extent to which managers achieve the output requirements of their positions. On the other hand an organization may be considered as effective when it succeeds in achieving desired objectives with efficiency in given environmental settings.

The findings of this study can assist managers and policy makers to understand importance of personal back ground variables in relationship of emotional intelligence and managerial effectiveness. The knowledge of these relationships may be utilized by the organizations for developing a supportive work culture for achievement of super ordinate goal of organizational effectiveness.

The future academic endeavors might make of present study as the stepping stone for future explanatory and confirmatory research towards a more complete understanding of the effectiveness considerations in particular and the related organizational dynamics in general.

It is suggested for future studies to incorporate other relevant variables viz. income, qualification, professional area, family and social responsibilities and family size of managers, etc. Besides this other situational and personality variables may be studied and their impact may be ascertained.

While extending this research, future studies could develop comparative study by selecting both public and private sector players of the industry to throw more light in this context.

Future studies could focus exclusively on the top management of the corporate sector to study the effect of Emotional Intelligence and Rational Emotive Behavior on strategic competencies.

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