

EXAMINE THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE WITH DEMOGRAPHIC PROFILE, JOB STRESS, JOB SATISFACTION AND TURNOVER INTENTION

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Abstract: *In the rapidly changing economy, the competition among organizations is actually the competition among the talents, and the intelligence capital becomes the key to build the core competitive advantage of enterprises. The purpose of this study is to analyze the relationship between five distinct variables: Emotional Intelligence, Demographic Characteristics, Job Stress, Job Satisfaction and Intention to leave the organization. This paper presents the results obtained from a literature review of scientific articles related to Emotional Intelligence, Demographic Characteristics, Job Stress, Job Satisfaction and Intention to leave variables, published between the years 1950 and 2012. The main findings of various research studies indicate that emotional Intelligence is playing a significant role in controlling job stress, increasing job satisfaction and suppressing the feeling of not to quit from the organization according to demographic characteristics.*

Key Words: *Emotional Intelligence, Job Stress, Job Satisfaction, Turnover Intention, Intention to leave, Demographic Characteristics*

INTRODUCTION

Today in this competitive world, the economy, technology, cultures are rapidly changing. The 21st century is a time of globalization, the information revolution, and speed (Cascio, 2001). Everybody is struggling for the survival in this changing world. One factor that appears to be constant in organizations today is change (Mossholder, Settoon, Armenakis & Harris 2000). Organizations are also making changes to cope with the change and to survive in this market. The most important effects of these can be seen in the business world, in which they make changes in their structures, activities, strategies and technologies (Langley, 2000). Indeed, the organization's ability to deal with change provides a competitive advantage (Skinner, Saunders & Thornhill 2002). Employees are the functional part of the organization; they have to make an effort for their own survival and for organization too. The progress and achievement of organizations depend on human force undoubtedly (Monfared, Hematinejad, & Ramazaninejad, 2010). As a human being

we are making adjustments to the change and ability. Today every organization is expecting the talented employees who can adjust to the change of time. Employees always have to update their skills and ability according to the organization changes their roles and responsibility. To sustain in the changing era employees need a good intelligence quotient (IQ). IQ by itself is not a very good predictor of job performance. Best IQ accounts for job performance is about 25 percent of the variance (Hunter and Hunter, 1984). Some of the studies pointed out that job performance vary and that 10 percent may be a more realistic estimate (Sternberg, 1996). In today's rapidly evolving world a person's EI or "emotional quotient" (EQ) is the most important predictor of success. (Daniel Goleman, 1998). Then this term popularized when Goleman (1995) claims that people who have high competencies of emotional intelligence skills are more likely to have happier and successful lives.

Although the importance of emotions research in organizations was ignored for a significant period, research into the impact of emotions on organizational behavior is increasing (Ashkanasy, Hartel & Zerbe 2000). Over the recent years the use of emotional intelligence is increased with respect to organizational behavior (Mayer, Salovey & Caruso 2000). Emotional Intelligence significantly contributed to understanding the different relationship in the organizational settings (Mayer *et al.* 2000; Jordan & Troth 2002). In lieu of the consistent performance of employees in the organization, it creates a pressure between employees. If employees cannot handle this pressure according to the ability it will be converted into stress. Stress can be defined as a person-environment relationship (Folkman, 1984; Lazarus, 1966). Stress at workplace is actually defined as the harmful physical and emotional responses that occur when the demands of the work does not match the capabilities, resources, or needs of the workers (National Institute of Occupational Safety and Health (NIOSH, 1999). Stress will be harmful as it leads to depression and suicidal tendencies. Several studies and articles written in relation to stress and depression in the past 15 years (e.g., Kessler 1997, Mazure 1998, Monroe & Hadjiyannakis 2002, Paykel 2003, Tenant 2002). , A severe level of stress at home or at work was associated with an increased risk of suicide (D Feskanich, J L Hastrup, J R Marshall, G A Colditz, M J Stampfer, W C Willett, I Kawachi, 2002). In recent years, studies show that occupational or job stress has a significant impact on job satisfaction (Fairbrother & Warn, 2003; Snelgrove, 1998; Swanson *et al.*, 1998). Job satisfaction is the pleasurable or emotional state resulted from an organizational job or appraisals or broader organizational culture (Locke, 1976; Locke & Latham, 1990a, 1990b; Kreitner & Kinicki, 2007). Job satisfaction can be the key to retain talented employees. From the human resource point of view today organization is facing multifaceted challenges not only in enhancing the productivity but also to cope up with the stress, which create effective

human resources (HR) practices as recruiting, training and retaining talented skillful employees. Turnover intention or intend to quit or leave is defined (as used interchangeably in the literature) as an individual desire or willingness to quit or leave current employer or organization (Tett & Mayer, 1993; Elangovan, 2001). Loss of employees or employee turnover due to major factor as we discussed job stress and job satisfaction can cause psychological and physiological distress, which will reduce productivity, service quality, and increase recruitment cost (Powell & York, 1992; Mustapha & Mourad, 2007).

Emotional Intelligence is one of the important ability other than Intelligent Quotient (IQ) which can control the job stress variable, job satisfaction variable and intention to leave the organization. It has been seen that an employee who is emotionally intelligent will be more optimistic, happy and have the competency to change, adapt, and manage the stressful situations of the organization and strong emotions without falling apart bit by actively coping with stress (Carmeli, 2003). So, in this article, I developed a model and justified theoretically the significant relationship between Emotional Intelligence with demographic profile, job stress, job satisfaction and intention to leave the organization.

METHODOLOGY

A review of the documentary corpus made it possible to select, describe and analyze research studies on Emotional Intelligence, Demographic Characteristics, Job Stress, Job Satisfaction and turnover intention variables published mainly between 1950 and 2012. To this end, an exploratory search was conducted using Scholar Google (<http://scholar.google.com>), simple Google search and EbscoHost database, the search criterion is on the basis of variables in the titles of research papers published within the time frame mentioned above. Using these research paper corpus we analyze the work done in the respective areas according to the variables and proposed a model on which quantitative research will be conducted in the Indian Scenario.

LITERATURE REVIEW

Emotional Intelligence

Emotional Intelligence the term popularized by the past 10 years (Davies et al., 1998). Emotional Intelligence (EI) has been defined as “the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in self and others” (Mayer and Salovey, 1997). Emotional intelligence is popularized after publication of psychologist and New York Times science writer Daniel Goleman’s book Emotional Intelligence: “Why

It Can Matter More Than IQ” Daniel Goleman (1995). Emotional intelligence is one of personality characteristics (Mayer *et al.*, 2000).

Research development in emotions was originated when first known work has been published and states that emotional expression is essential for survival and adaptation (Charles Darwin, 1872). Edward Thorndike in 1920 defined Emotional intelligence as a type of social intelligence that was related to managing and understanding others. In 1940 David Wechsler described the impact of non-intellective factors on intelligent behavior, according to David our models of intelligence would not be complete until we could not include non cognitive intelligence. Building of Emotional strength is important for human being (Abraham Maslow, 1950). Emotional Intelligence reflects not a single trait or ability but, rather, a composite of distinct emotional abilities i.e. perceiving, understanding and regulating emotions. (Mayer & Salovey, 1997). It was originated by the theory of Multiple Intelligence. The theory proposed two types of Intelligence i.e. Interpersonal Intelligence and Intrapersonal Intelligence (Howard Gardner, 1983). The term Emotional Intelligence introduced in the doctoral dissertation entitled “A study of emotion: developing emotional intelligence (Wayne Payne, 1985). Emotional Intelligence as a concept is gaining a great deal of attention because the emotions of employees are recognized as an integral part of workplace (Bay and McKeage, 2006).

Emotional Intelligence with Demographic Profile

There are studies conducted in the past shows a significant relationship between Emotional intelligence and demographic profile.

Aquino and Alberto (2003) examined gender and age differences in EI in a group of 417 internet users from twenty three Hispano-American countries. Data analysis revealed that there were no significant differences in the overall level of EI of respondents based on gender and age.

Khalili (2004) conducted a study involving 112 employees of small and medium enterprises (SME) in the private sector in Malaysia for assessment of gender differences in EI. Significant differences were not found in overall EI in gender.

Katyal and Awasthi (2005) in their study involved 150 students of class X from different Government schools in Chandigarh for assessment of gender differences in EI. Girls were found to have higher EI as compared to boys.

Harrod and Scheer (2005) in their study explored adolescent EI relative to demographic characteristics (age, sex, household income, parents’ level of education and location of residence) on a sample of 200 high school students of Midwestern states, USA. The significant relationship was not found among EI and age or location of residence. Females were found to have higher EI than males.

They also found out a positive relation between EI & mother's education and EI & household income.

Ahmad (2009) investigated EI among 80 males and 80 females from North West Frontier Province (N.W.F.P) of Pakistan and concluded that males had higher EI as compared to females.

Nandwana and Joshi (2010) in their study assessed EI and the impact of gender on EI of 60 tribal adolescents in Udaipur. They concluded that social isolation, lower socio-economic status, family type and educational backwardness might be some of the factors accounting for lower EI of tribal adolescents. However, gender differences were not reported with respect to EI.

Jennifer (2010) conducted a study in Taipei city to explore the relationships of demographic variables (e.g. Gender, age and work variables) on a sample of 380 tour guides. Findings showed that females had a higher EI than males. Significant correlation was not found between age and EI. The findings also revealed a positive association between EI and work experience.

Waddar and Aminabhavi (2010) investigated whether postgraduate (PG) students staying at home and hostel differ significantly from each other in some of the important personality variables such as self-efficacy and EI. The study was conducted on a sample of 200 PG students from different departments of Karnataka University. The results revealed that PG students staying at home had significantly higher self-efficacy and EI as compared to students staying in hostels. The findings also revealed that demographic variables such as age, gender, order of birth and caste significantly contributed to the self-efficacy and EI of PG students.

Hopkins and Bilimoria (2008) in their study found that there were no significant differences between male and female leaders in their demonstration of emotional and social intelligence competencies.

Cavallo and Brienza (2002) found that most studies on emotional intelligence did not find differences in terms of gender.

Seher BALCI CELIK & DENIZ (2008) found that Turkish scouts are emotional intelligence higher than other scouts. Gender has no significant effect on emotional intelligence and age has no significant effect on emotional intelligence. This result is favored by Bar-On & Steven (1997) reported that men and women hold similar scores (Singh, 2001; Bhatpahari & Ajawani, 2006; Titrek, Erden & Erden, 2007).

Emotional Intelligence with Job Stress

Stress is a common problem in all industry worldwide (Taylor *et al.* 2004). There are several studies investigated the impact of Emotional Intelligence on Stress.

Vembar (2001) studies found that Emotional Intelligence has a moderating effect on Hardiness and Physical Health. Findings also reveal that Emotional Intelligence accounted for 24.3% of the variance in Physical Health.

Ciarrochi J., Deande F.P, (2001) & Mikolajczak M.and Luminet (2008) studied that Emotional Intelligence is a significant moderator of the relationship between occupational stress and well-being.

Salami S.O. (2010) found in the study that people with high levels of emotional intelligence may experience less stress.

Gardner, (2005), Spector and Goh, (2001), Ciarrochi, Chan, & Bajgar, (2001) found the positive relationship between Emotional Intelligence competencies and stress.

Darolia and Darolia (2005) studied the role of Emotional Intelligence is coping with stress and Emotional control behavior. The research clearly stated that the person who are Emotional intelligent, are able to understand and recognize their emotions, manage themselves appropriately. They can control impulsiveness and aggression in a stress situation.

Gohm, Corser and Dalsky (2005) led an investigation among 158 freshmen to find an association between Emotional Intelligence and Stress, considered personality as a moderating variable. The results suggested that Emotional Intelligence is potentially helpful in reducing stress for some individuals, but irrelevant for others.

Oginska-Bulik (2005) investigated the relationship between emotional intelligence and perceived stress in the work place and also studied health related consequences in human service workers. The results confirmed that employees having higher emotional intelligence perceived a lower organizational stress and suffered less from negative health consequences. The study also revealed that emotional intelligence plays a moderating role preventing Executives/Employees from negative health outcomes especially from depression symptoms.

Singh and Singh (2008) investigated the impact of Emotional intelligence on to the perception of role stress of medical professionals. The study was conducted on a sample size of 312 medical professionals consisting of 174 male and 138 female doctors working in privately managed professional hospital. The findings of the study indicated that no significant difference in the level of Emotional Intelligence and perceived role stress between gender, and also having significant negative relationships of Emotional Intelligence with organizational role stress for both the genders and medical professionals.

Emotional Intelligence with Job Satisfaction

Goleman (1998) investigated that individuals having a high level of Emotional Intelligence tend to experience more positive moods and emotions in contrast to those with a lower overall EI.

Santhaparaj and Alam (2005) and Ngah et al., (2009) studied the relationship between emotional intelligence and work attitude of university staff in Malaysia. It has been found that EI is positively related to work attitude and appraisal and expression of emotions are moderately correlated with job performance and satisfaction.

Ssesanga and Garrett, (2005) studied the relationship between Emotional Intelligence and job satisfaction among the university professionals in Uganda and found evidence of job satisfaction among university employees and antecedent variables EI. The result suggested that academics with high emotional intelligence will perceive high satisfaction tend to feel more emotionally attached to their organizations.

Chiva and Alegre (2008) found that Emotional Intelligence is one of the most important factor that has been theoretically related to organizational performance and individual variables such as Job Satisfaction.

Sy and O'Hara (2006) found a positive correlation between Emotional Intelligence and Job Satisfaction among food service employees. The study concluded that employees with high EI have higher JS, which was supported by the finding of Wong and Law (2002).

Bar-On (2004) conducted a study to examine the relationship between Emotional Quotient competencies and Job satisfaction from a heterogeneous group of professionals. The results concluded that there was a positive relationship between EQ-I scores and job performance/satisfaction.

Carmeli, (2003); Kafetsios & Loumakou, (2007), Vacola, Tsaousis, & Nikolaou, (2003) A number of studies have observed weak to modest relationships between Trait Emotional Intelligence and job satisfaction.

Aristea Psilopanagioti, Fotios Anagnostopoulos, Efstratia Mourtou and Dimitris Niakas (2012) found Emotional intelligence (Use of Emotion dimension) was significantly and positively correlated with job satisfaction ($r=.42, p<.001$), whereas a significant negative correlation between surface acting and job satisfaction was observed ($r = -.39, p<.001$).

Abi Ealias (2012) reveals that there is a very high positive relationship between Emotional Intelligence and Job Satisfaction. The study also shows that the

designation of the employee doesn't have relationship with job satisfaction and Emotional Intelligence However, it was found that experience and marital status have a significant relationship on the Emotional Intelligence and Job Satisfaction.

Emotional Intelligence with Intention to leave Organization

Wong and Law (2002); Goleman (1998); Kooker, Shoultz and Codier, (2007); Carmeli, (2003); Lee and Liu, (2007); Falkenburg and Schyns, (2007); Firth *et al.*, (2004) several studies found that higher emotional Intelligence is negatively related to turnover Intentions.

Deepali Bhatnagar (2013) A t statistic can be used to test the null hypothesis that no linear relationship exists between X and Y, or $H_0: \beta = 0$, where $t = b / SE_b$. From the results of Table above, it is clear that Turnover Intention is not significant at the 5 percent level of significance. The t-value = -1.698; null hypothesis is accepted which shows there is no linear relationship between Emotional Intelligence and Turnover Intention. The scale tends to experience turnover intentions in a high magnitude. The finding resembles the findings of Action Society Trust (1996) which reported that no significant correlation was found between withdrawal intentions from the organization and emotional intelligence (Saket Jeswani, 2012; Sumita Dave, 2012). The result of this empirical investigation demonstrates that emotional intelligence has a significant impact on turnover intention of faculty members. Among the antecedents of emotional intelligence i. e. Interpersonal, Interpersonal, stress management, Adaptability & General Mood. The result shows that general mood has an inverse significant relationship on turnover intention.

Table 1
Linear Regression

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	4.785	0.635		7.538	0.000
	X1	0.076	0.096	0.056	0.795	0.427
	X2	-0.004	0.104	-0.003	-0.040	0.968
	X3	-0.037	0.113	-0.028	-0.331	0.741
	X5	-0.375	0.131	-0.249	-2.862	0.005

Dependent Variable : Y

In the study it was found that from the antecedents of emotional intelligence only one Antecedents viz. General Mood (X5) has significant impact on turnover intention with p values of 0.005 ($p < 0.05$) as shown in the table. Research hypothesis H5 (X5) in the research paper is accepted whereas null hypothesis (H0) is accepted

for other four antecedents viz. Intrapersonal (X1), Interpersonal (X2), Stress Management (X3) & Adaptability (X4) i.e. H1, H2, H3 and H4 are rejected.

Proposed Research Model

After the extensive literature review, we found that there are very few studies has been conducted in Indian scenario whereas the different variable i.e. Emotional Intelligence, Job stress, Job satisfaction and Intention to leave an organization with respect to demographic variable is very much needed. The motivation of this study came through the problem faces by the organization today which is shown in the respective literature review. Emotional Intelligence can be the solution of all these problems of job stress, job satisfaction and intention to leave the organization. We want to find the significant relationship between emotional intelligence with respect to the variable shown in the model.

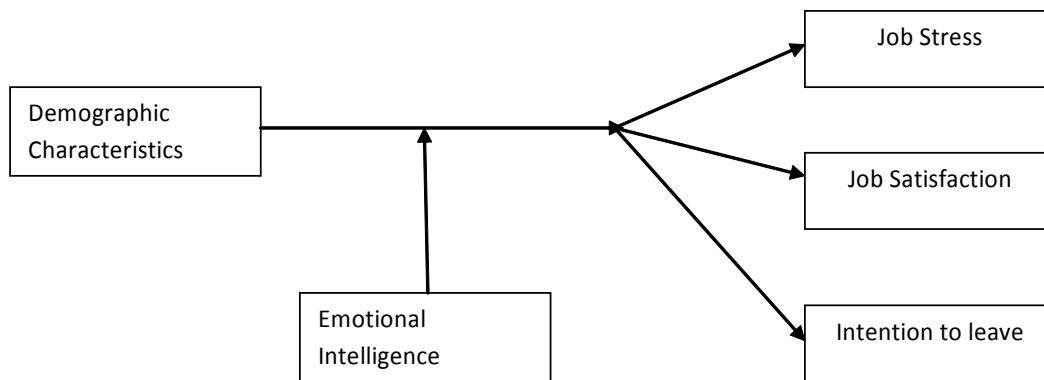


Figure 1: Comceptual Model

CONCLUSION

The aim of the qualitative study was to investigate the relationship between emotional intelligence and Demographic profile, Job Satisfaction, Job Stress and Intention to leave the organization. After the qualitative research we found that emotional intelligence is playing a vital role to influence and control the modeled variables. There was a mixed result found, some researcher found that women's emotional intelligence level is higher than men's (Ismen, 2001; Ergin, Ismen & Ozabaci 1999; Goleman, 2000; Sartorius, 1999; Schutte *et al.* 2001; Mayer, Caruso & Salovey, 1999; Reiff *et al.*, 2001; Mayer, Caruso & Salovey, 1999; Ciarrochi *et al.*, 2001; Schutte *et al.* 2001; Charbonneau & Nicol, 2002). And some are found no significant relation between gender and EI (Abdullah, 2006). So maybe another factor also working with emotional intelligence. Age found a significant positive

relationship with emotional Intelligence. Majorly job stress found a negative relationship with emotional intelligence. As emotional Intelligence of a person increases the job stress decreases. Job Satisfaction is positively related with Emotional Intelligence. And turnover Intention found less when the employee is high in Emotional Intelligence.

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