

A Study on The Generational Differences on The Emotional Intelligence Among Teaching Faculties Working in Educational Institutions in Chennai

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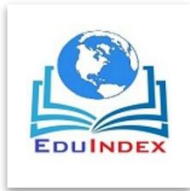
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ABSTRACT

“Nothing in this world is Permanent, except Change”, goes a famous saying. Organizations are no exception to this and hence, it must contend with differences between generations for attaining long-term success. A generation is a group of people born around the same time period. People in this “birth cohort” exhibit similar characteristics, preferences and values that influences their core work attitudes.

In today’s workplace, it is very common to find four or five generations, multiple languages and many ethnicities that demands employees to have high emotional intelligence and develop their emotional skills. Emotional intelligence (EI) is the ability to identify and manage personal emotions and the emotions of others. EI allows a person to use the emotions to solve problems. The emotionally intelligent person is skilled in four areas: Identifying emotions, using emotions, understanding emotions and regulating emotions. The main purpose of this study is to analyze the differences in emotional intelligence exhibited by different generations with special reference to teaching faculties working in educational institutions in Chennai.



1. INTRODUCTION

According to the **Center for Generation Kinetics**, “Currently, the demographics of the labor force consists of four generations –

- a) Gen Z / Centennials – Born 1996 & till date
- b) Gen Y/ Millennials – Born 1977 to 1995
- c) Gen X – Born 1965 to 1976
- d) Baby boomers – Born 1946 to 1964”.

a) Gen Z / Centennials : Gen Z are new generation entering the workforce. These young group have grown up on social media and expect a more inclusive and transparent business culture.

b) Gen Y / Millennials : The Millennial generation makes up the fastest growing segment of the workforce. They are tech-savvy, family-centric and achievement-oriented.

c) Gen X : Gen X are called the middle child of generations. They generally hold mid-level and senior-level management positions at workplace. They are individualistic, flexible and values work/life balance.

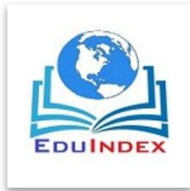
d) Baby boomers : Baby Boomers is the name given to the generation of people, who were born following World War II. Baby-boomers are work-centric and extremely hard-working. They are motivated by position, perks and prestige.

Thus, each generation is impacted differently by different external forces. This study uses the above-mentioned birth-dates to define the generation of the respondents.

2. REVIEW OF LITERATURE

According to **Carmeli (2003)**, “Emotionally intelligent individuals are expected to recognize, manage and use their emotions to eliminate the ensuing obstacles and advance their career horizons better than people with low emotional intelligence”.

Cooper & Sawaf (1998) quotes that “Emotional intelligence of employee’s plays a significant role in the decision making, leadership, strategic and technical breakthrough, open



and honest communication, trusting relations and teamwork, custom, loyalty and creativity as well as innovation of the organization”.

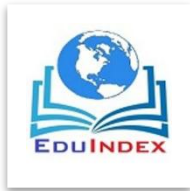
- 2 growth for developing countries and plays a key role in generating productive work and
- 3 income (Ramadani et al., 2013b), reducing poverty, and creating gender equality.
- 4 female entrepreneurship represents an important engine of economic
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- 6 income (Ramadani et al., 2013b), reducing poverty, and creating gender equality.

3. INFLUENCE OF GENERATIONS ON EI

Emotional intelligence (EI) refers to the ability to perceive, control and evaluate emotions. Daniel Goleman's model (1998) focuses on EI as a wide array of competencies and skills that drive leadership performance, and consists of five areas:

Intrapersonal	Ability to understand yourself
1. Self-Awareness	Awareness towards emotions
2. Self-Regulation	Control over emotions
3. Motivation	Motivate oneself towards achievement
Interpersonal	Ability to understand others
4. Social Skills	Manage relationships & building networks
5. Empathy	Understanding others' emotions

Emotional intelligence is very significant to a multigenerational workplace, since it helps the employees to increase their emotional self-awareness, emotional expression, creativity, increase tolerance, increase trust & integrity and improve relations within and across the organization. Generational differences play a vital role in determining one's skill of emotional intelligence, i.e. recognizing and managing one's own emotions and those of others. Hence, this study investigates the the extent to which emotional intelligence test scores will vary among teaching faculties working in educational institutions in Chennai city.



4. OBJECTIVES OF THE STUDY

The following are the main objectives of the study,

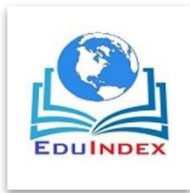
- To investigate the extent to which emotional intelligence mean scores will vary among faculties of educational institutions of different generations (Gen X & Gen Y).
- To examine whether there is any significant difference about emotional intelligence in generation - X and generation – Y.
- To offer suggestions to educational institutions to improve organizational culture that develops Emotional Intelligence.

5. RESEARCH METHODOLOGY

The study is Exploratory in nature. Relevant data has been collected from both primary and secondary source of information. . Random sampling method was used to collect data from **225 teaching faculties** from various Arts & science colleges in Chennai. The data was collected through structured questionnaire which was divided into two parts respondents were asked to reveal their personal characteristics in the first part of the questionnaire i.e. age, education & marital status and second part of the questionnaire is to measure the emotional intelligence level of the faculties. The Secondary Data were collected from various journals, articles, research report etc.

6. DATA ANALYSIS & INTERPRETATION

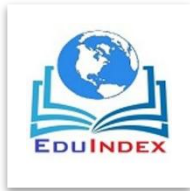
6.1 DEMOGRAPHIC PROFILE OF THE RESPONDENTS			
VARIABLE	CATEGORY	FREQUENCY	PERCENTAGE
AGE	Gen X	123	55%



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	Gen Y	102	45%
SUB-TOTAL		225	100%
QUALIFICATION	PG	11	5%
	M.Phil	147	65%
	Doctorate	67	30%
SUB-TOTAL		225	100%
MARITAL STATUS	Married	153	68%
	Unmarried	72	32%
SUB-TOTAL		225	100%

DESCRIPTIVE STATISTICS				
EMOTIONAL INTELLIGENCE	No. of	Generation	MEAN	SD
SELF AWARENESS	Statements		N = 225	
Knowing one's internal state preferences	3	X	4.44	0.80
		Y	3.82	0.32
Understand own strength & shortcomings	3	X	4.03	0.95
		Y	4.21	0.61
Aware of how one's own action affect other people	2	X	3.98	0.72
		Y	3.65	0.53
SELF REGULATION	Statements		N = 225	
Manage and handle impulses & upsets	2	X	4.23	0.65
		Y	3.24	0.54
Stay composed, calm & focused	2	X	3.11	0.87
		Y	4.25	0.55
Ability to think clearly even under pressure	2	X	4.08	0.43
		Y	3.85	0.32
MOTIVATION			N = 225	
Zeal to shape one's thoughts and actions	2	X	3.20	0.60
		Y	4.01	0.23
Ability to pursue goals with energy and persistence	1	X	3.30	0.78
		Y	3.33	1.22
EMPATHY	Statements		N = 225	
Ability to think from other's point of view	2	X	3.75	0.65
		Y	4.60	0.76
Social Competency	2	X	3.78	0.87
		Y	3.96	0.77
SOCIAL SKILL			N = 225	
Ability to create social network	1	X	3.70	0.60
		Y	4.06	0.65
Building rapport with people	2	X	3.95	0.78
		Y	4.32	0.64



Testing of Hypothesis

H₀: There is a no significant difference about emotional intelligence in different generations.

TESTING OF HYPOTHESIS USING t-test				
TABLE SHOWING GENERATIONAL DIFFERENCES OF EI				
Variables	Mean (Gen X)	Mean (Gen Y)	t value	p value
1. Self-Awareness	4.15	3.89	3.482	0.000
2. Self-Regulation	3.81	3.78	1.519	0.000
3. Motivation	3.25	3.67	2.688	0.000
4. Social Skills	3.77	4.28	2.923	0.298
5. Empathy	3.83	4.19	2.500	0.173

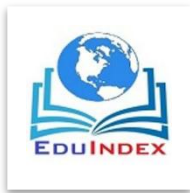
It is inferred from the above table that the p-values are less than the table value at 95% level of significance. Hence, the null hypotheses are rejected. There is a significant difference between emotional intelligence of Gen X & EI of Gen Y faculties, participated in the study.

7. FINDINGS

- The highest number of respondents (55%) were found to be 'Gen X' , while 45% were of Gen Y respondents. A majority of 68% of respondents are married.
- The study found that faculties of "Generation -X" category seem to possess higher level of Self-awareness & Self -Regulation.
- Based on the work, it was found that faculties belonging to Gen Y category possess greater level of Motivation, Social skills and empathy than Gen X group.
- An analysis using t-test revealed that there is significant difference between emotional intelligence of Gen X fro that of Gen Y faculties, participated in the study.

8. SUGGESTIONS

Emotionally intelligent faculties are an asset for total quality management in education , due to their capabilities of increased performance, increased leadership qualities and better



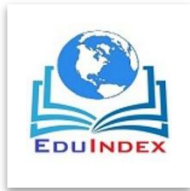
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team work. Hence, the following are the suggestions offered to the management of educational institutions to improve EI ---

- i. Institutions must **start hiring emotionally matured faculties** for better organizational climate and culture.
- ii. Healthy living is the basic to emotional intelligence and hence, **balanced work load** for faculties are to be designed.
- iii. **Open session within every department** can be made as a regular practice every week to know and understand the views of the faculties of the institution. It can be used to solve workplace hurdles and it may also serve as a source to get new productive solution.
- iv. Seminars, workshops and refresher courses should be organized by educational institutions to enhance emotional intelligence. Yoga education shall be included in the curriculum.
- v. Sports, games and other co-curricular activities are of great value in developing emotional skills.

9. CONCLUSION

EQ helps in developing stable and trusting relationships, understand others better and interpret actions of others more clearly. The present study explored the differences in EI of Gen X and Gen Y teaching faculties of various colleges in Chennai. There found to be a significant difference in the EI levels of Gen X and Gen Y category. In case of educational organization, the teacher is the key person, whose Emotional intelligence is of great relevance for the organization. Thus, in order to achieve the high goals and expectations of education in the 21st century, the intentional inclusion and development of emotional intelligence skills in faculty development programs is the need of the hour



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