

A Comparative Assessment Of Emotional Intelligence Of Gen-X And Gen-Y Professionals In Udaipur District.

***Dr. Harvinder Soni**

Taxila Business School
Jaipur, harvindersonil@gmail.com

**** Dr. Yashwant Singh Rawal**

Assistant Professor,
Amity school of Hospitality,
Amity University Jaipur. yashwantr84@gmail.com

Abstract

The concept of emotional intelligence has become an important factor for professional success in the contemporary times. This research analyses the level of emotional intelligence of Gen. X and Gen. Y professionals of Udaipur District and presents a comparative assessment of the same. It has covered the five major sub-factors of emotional intelligence viz. self awareness, self regulation, self motivation, self awareness and social skills. 120 respondents were selected through convenience sampling. Data was analyzed using SPSS statistical tool. Percentage, mean and Z test were applied for testing the hypotheses. The Paper ends with a proposed model of enhancing Emotional Quotient.

Key Words: Emotional intelligence, Self regulation, Self motivation, Social skills, Social awareness, Selfawareness.

Introduction:

The concept of emotional intelligence has become a critical issue of research in recent years. It has become more relevant with regard to how it affects the working of people. Anything which can impact the people's mind can also impact the business in both the ways positive or negative.

Some experts believe that emotional intelligence may be more important than IQ and it can be a good predictor or a good evaluator for success, happiness and relationship of employees.

Goleman mentioned in his book about the five factors of Emotional intelligence. Through these factors the level of emotional intelligence can be evaluated.



Figure No. 1: Major Factors of Emotional Intelligence

Self Awareness:

Self awareness refers to the ability to recognize and understand one's own emotions and reactions.

Self regulation:

Self regulation is the ability to calm our self down when we are upset and cheer our self when we are feeling down.

Self Motivation:

Self motivation is considered as an ability to do what needs to be done. A self motivated person can find a reason and strength to finish a task and does not need extrinsic encouragement for it.

In other words, self motivation means one's own emotions to motivate oneself to take appropriate action and work towards the achievement of his goal.

Social awareness:

Self awareness means knowing one's own strengths, weaknesses, beliefs, motivation and emotions.

Social skills:

Social skills refer to any skill which includes interaction and communication skills with others.

Review of literature:**Review of literature:**

Salovey and Mayer, (1990) mentioned in their study that emotional maturity is positively related with physiological maturity. According to them, emotional intelligence improves and develops with increasing age and experience. Further, according to **Goleman (1996)** emotional intelligence increases with age and it can be learned, cultivated and increased in adulthood. In a series of longitudinal studies, it was shown that people can change their EI competencies over two to five years. **Mayer et al. (2000)** also showed with a series of studies that emotional intelligence increased with age and experience which qualifies it as ability rather than a personality trait. **Wong and Law (2002)** working with different samples have found that, age is positively correlated with emotional intelligence in various job situations. **Pant and Prakash (2004)**, studied gender differences in emotional intelligence for Indian participants (N=60). 30 male and 30 female subject/ individuals were approached for the study from personnel and human resources departments of both government and non-governments organizations as well as students with an educational level of post graduation. Multifactor emotional intelligence scale was used for assessment process. Results showed no substantial gender differences on the various EI dimensions. More specifically indicating that both males and females do not differ significantly on the two sub- tasks of 'managing emotions'.

Paul W. B. Atkins, Con K K Stough(2005) suggest that particular aspects of emotional intelligence may increase with age. They examined age effects in three samples using two measures of emotional ability: the self-report SUEIT and the abilities-based MSCEIT. It was interpreted that the use of emotions in problem-solving increases with age and more so in females. Also the ability to control emotions may decrease with age. However, there was no significant effect of age for the MSCEIT. **Lorenzo Fariselli, Massimiliano Ghini, Joshua Freedman (2006)** have analyzed in their study that some parts of emotional intelligence (EQ) do increase with age, although the effect is slight. However, some components of EQ do not enhance with age and hence need to be developed through training.

Hopkins & Bilimoria (2008) in the study "Social and Emotional Competencies Predicting Success for Male and Female Executives" found that there is not much difference between male and female leaders' emotional and social intelligence competencies. However, gender does impact the relationship between the demonstration of these competencies and success. Male leaders were considered to be more successful, than female leaders in spite of the fact that leaders of both the genders depicted the similar level of competencies. **Gulbeniz Akduman (2015)** studied emotional intelligence on generation X, Y and baby boomers. Main aim of

his paper was to find out is there any significant difference in emotional intelligence in these three generations. He found no significant difference in level of emotional intelligence in all three generations. **Desti (2015)** mentioned that now- a -days organizations prefer to take employees who are emotionally intelligent. Concludes the study mentioning that emotional intelligence is linked with work place success at any point of time.

Miao, C., Humphrey, R. H., & Qian, S. (2017) analyzed the relationship between emotional intelligence and organizational citizenship behavior (OCB) and counterproductive work behavior (CWB). It was concluded that organizations can increase OCB and reduce CWB by recruiting employees high in EI and by training employees in emotional competencies.

The table below depicts the Generations of human beings:

Table 1: Details of Generations:

Generation Name	Births Start	Births End	Youngest Age Today*	Oldest Age Today*	Age
The Lost Generation The Generation of 1914	1890	1915	102	127	
The Inter bellum Generation	1901	1913	104	116	
The Greatest Generation	1910	1924	93	107	
The Silent Generation	1925	1945	72	92	
Baby Boomer Generation	1946	1964	53	71	
Generation X (Baby Bust)	1965	1979	38	52	
Generation Y - The Millennial - Gen Next	1980	1995	22	37	
Generation Z	1996	2010	7	21	
Gen Alpha	2011	2025	1	6	

Source: <https://www.careerplanner.com/Career-Articles/Generations.cfm>

Research Methodology:

Objectives:

- To assess the level of self awareness in Generation X&Y
- To analyze the self motivation level of Generation X&Y
- To examine the extent of self regulation in generation X&Y
- To assess the social awareness of Generation X&Y.
- To analyze the social skills in Generation X&Y.
- To compare the overall EQ of Gen. X and Gen. Y.

Hypothesis

- H01: There is no significant difference in level of self awareness in Generation X& Y.
- H02: There is no significant difference in level of Self regulation in Generation X& Y.
- H03: There is no significant difference in level of self motivation of Generation X& Y.
- H04: There is no significant difference in level of social awareness of Generation X& Y.
- H05: There is no significant difference in social Skills of Generation X& Y.
- H06: There is no significant difference in EQ of Generation X& Y.

Sample Size:

Sample size is 120 and distribution of sample is depicted in figure no. 2:

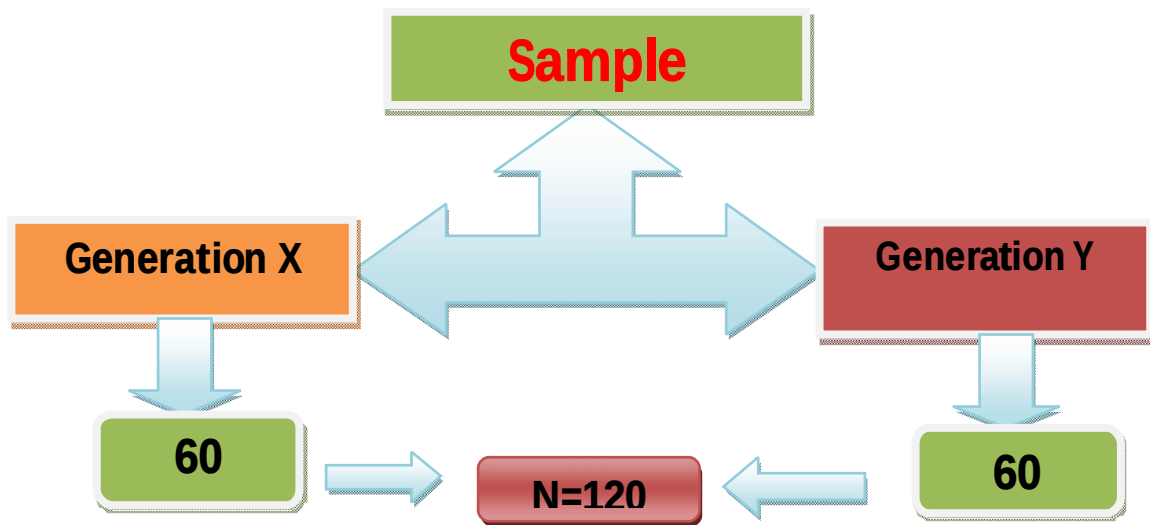


Figure No. 2: Sample distribution

Sampling method:

Convenience sampling method has been used for selection of respondent.

Research Design: This research is Descriptive research.

Sources of Data:

Primary data was collected through questionnaire based on five point Likert's scale has been used.

Secondary data has been collected through books, Shodh Ganga and other relevant websites.

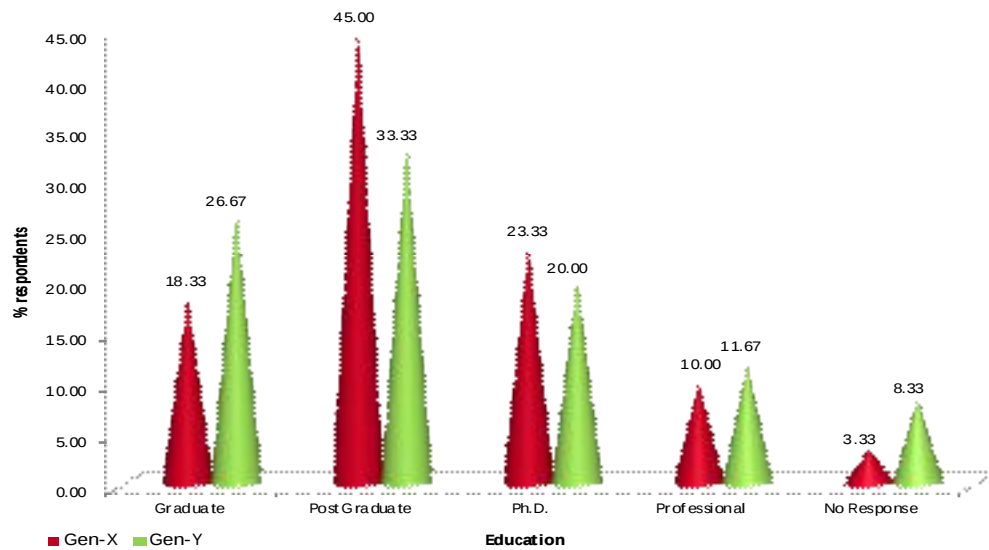
Tools and techniques of research:

The Analysis of result was done by applying Mean, Z test using SPSS tool.

Data Interpretation:

Table 2: Education of respondents

Education	Gen-X		Gen-Y	
	N	%	N	%
Graduate	11	18.33	16	26.67
Post Graduate	27	45.00	20	33.33
Ph.D.	14	23.33	12	20.00
Professional	6	10.00	7	11.67
No Response	2	3.33	5	8.33
Total	60	100.00	60	100.00



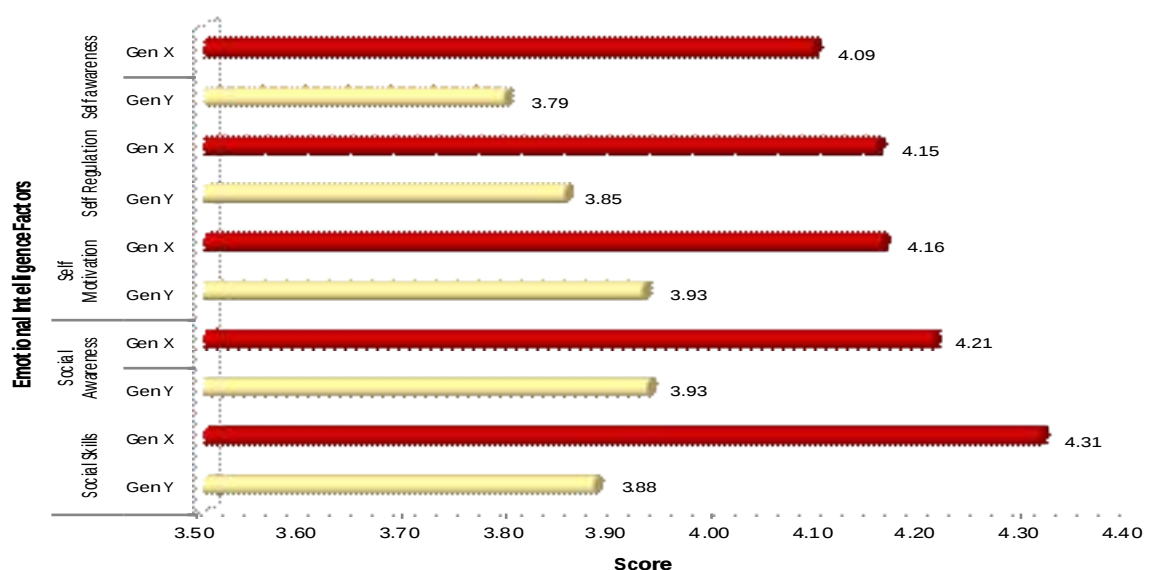
Graph1: Education of respondents

Table 2 shows the education level of Generation X and Generation Y. In Generation X 18.33% respondents were found graduate whereas 26.67% of Generation Y were found graduate.

Maximum respondents in Generation X and Generation Y are post graduates and approximately 23% respondents of Generation X and 20% of Generation Y are Ph.D. holders.

Table 3: EI Factor wise Mean Scores

Factor	Gen-X		Gen-Y	
	Mean	Rank	Mean	Rank
Self awareness	4.090	5	3.792	5
Self Regulation	4.152	4	3.850	4
Self Motivation	4.157	3	3.925	2
Social Awareness	4.207	2	3.930	1
Social Skills	4.310	1	3.878	3
Overall EI Score	4.183		3.875	



Graph 2: EI Factor wise Mean Scores

Table no.3 depicts the mean score of EI factors:

Self awareness: With regard to the level of self awareness of Generation X and Generation Y, it can be interpreted that it is high in Generation X (4.09) as compared to Generation Y (3.72). This shows that Generation X is more aware about their own traits, strengths and their weaknesses than Generation Y.

Self Regulation

Self Regulation of Gen X & Gen Y is 4.15 and 3.85 respectively which again shows that Generation X is more self discipline and exercise greater control on them as compare to Generation Y.

Self Motivation:

Both Generation X and Generation Y seem to be motivated although there a marginal difference between the mean values of the two. This means that the intrinsic motivation of both Generations plays a vital role in achievement their goals.

Social skills.

The social skills of Generation X are much greater than those of Generation Y as shown in Table.3. It means that Generation X is better equipped in relationship management than Generation Y. In the present scenario networking and maintaining interpersonal relations has a significant impact on the professional success of the people.

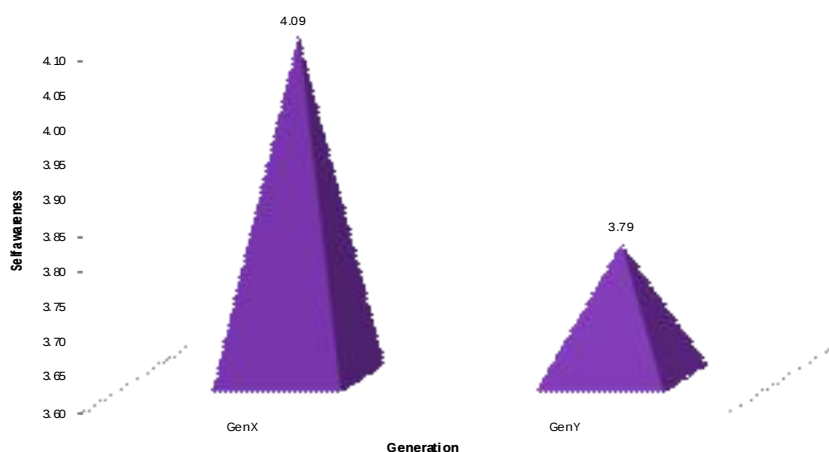
Overall emotional intelligence:

The overall emotional intelligence score of Generation X and Generation Y falls in category of high emotional intelligence although if we look at the above scores it can be interpreted that the Generation X possesses higher emotional intelligence than Generation Y.

Hypotheses Test Results:

Table4: Self awareness

Gen	N	Mean	SD	Z	Result
Gen X	60	4.09	0.42	3.33	**
Gen Y	60	3.79	0.55		



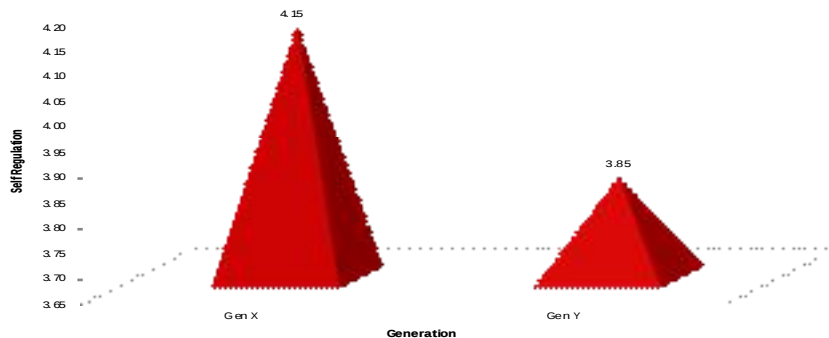
Graph 3: Self awareness

Table 3 shows the difference of mean between Generation X and Generation Y. Highly significant difference ($Z=3.33$, $P<0.1$) between Generation X and Generation Y was found. Respondents of Generation X were found more self aware with mean

score of 4.09. Therefore the null hypothesis H_{01} "There is no significant difference in level of self-awareness in Generation X & Y" is **rejected**.

Table5: Self Regulation

Gen	N	Mean	SD	Z	Result
Gen X	60	4.15	0.37	4.07	***
Gen Y	60	3.85	0.44		

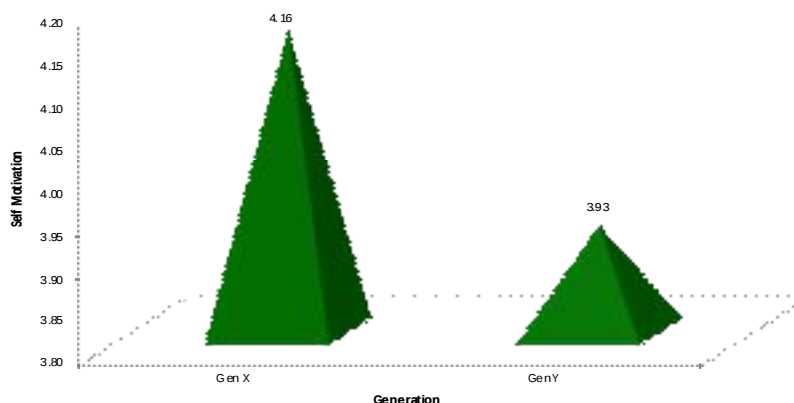


Graph 4: Self Regulation

From the above table it can be interpreted that highly significant difference ($Z=4.0, P<0.1$) between Generation X and Y was found. Respondents of Generation X were found to be more self regulated than Generation Y with the mean score 4.15. Thus the null hypothesis H_{02} "There are no significant difference in level of Self-regulation in Generations X & Y" is **rejected**.

Table 6: Self Motivation

Gen	N	Mean	SD	Z	Result
Gen X	60	4.16	0.46	2.68	**
Gen Y	60	3.93	0.49		

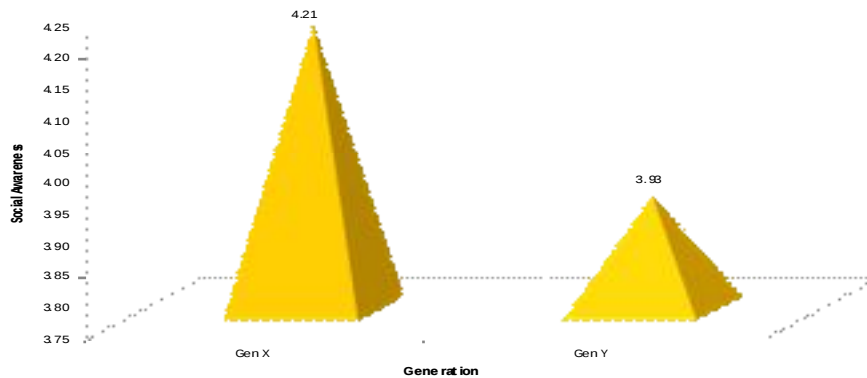


Graph 5 : Self Motivation

Similarly with regard to self motivation highly significant difference ($Z=3.33, P<0.1$) was found. Generation X was found more self motivated than Generation Y with the mean score 4.16. Thus the null hypothesis H_{03} "There is no significant difference of level of self motivation between Generation X & Y" is **rejected**.

Table 7: Social Awareness

Gen	N	Mean	SD	Z	Result
Gen X	60	4.21	0.41	3.66	***
Gen Y	60	3.93	0.42		

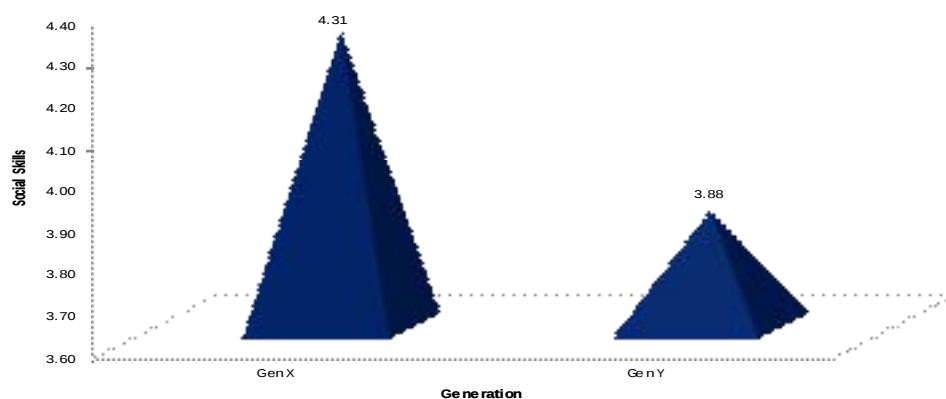


Graph 6: Social Awareness

From the above table highly significant difference ($Z=3.66, P<0.1$) can be seen. People of Generation X have more social awareness than Generation Y. Therefore Null hypothesis H_{04} "There is no significant difference in level of social awareness between Generation X & Y" is **rejected**.

Table 8: Social Skills

Gen	N	Mean	SD	Z	Result
Gen X	60	4.31	0.41	6.05	***
Gen Y	60	3.88	0.37		

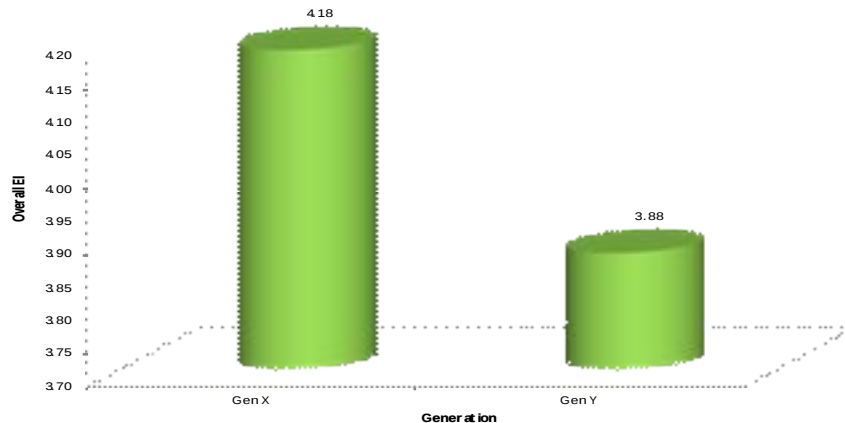


Graph 7: Social Skills

Table 8 depicts the difference of mean between Generation X and Generation Y with regard to social skills. Highly significant difference ($Z=6.05, P<0.1$) was found. Respondents of Generation X possess high social skills than Generation Y with the mean score 4.31. Hence, the null hypothesis, H_{05} . "There is no significant difference in level of Social Skills in Generation X & Y". is **rejected**.

Table 9: Overall Emotional Intelligence

Gen	N	Mean	SD	Z	Result
Gen X	60	4.18	0.32	5.02	***
Gen Y	60	3.88	0.35		

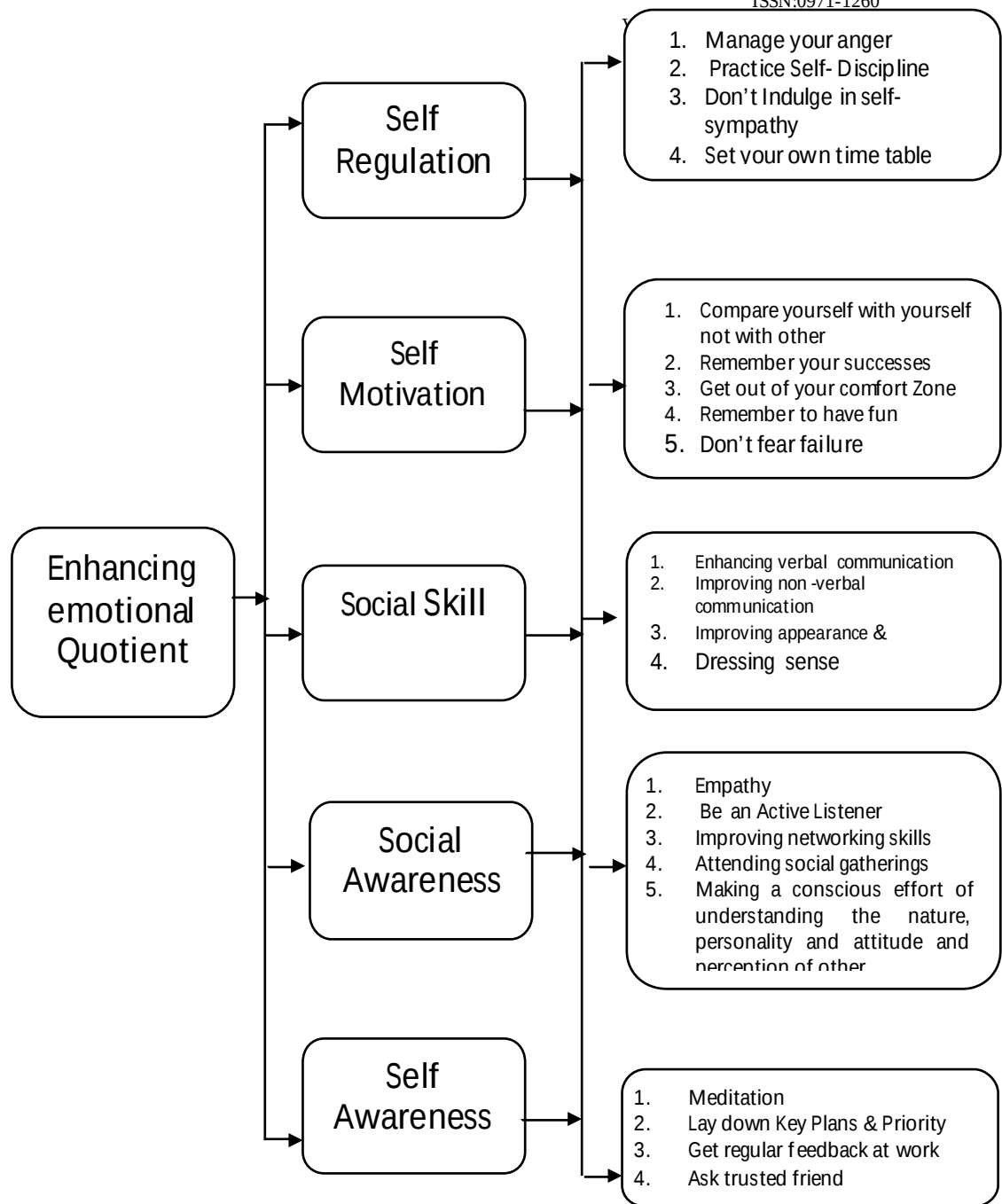


Graph 8: Overall Emotional Intelligence

- With regard to overall level of emotional intelligence of Generation X and Generation Y, high level of deference ($Z=4.18, P<0.1$) emotional intelligence was found in Generation X then Generation Y. Thus the null hypothesis H_0 : "There is no significant difference in EQ of Generation X & Y" is rejected.

Conclusion:

It can be concluded from the above study that the Emotional intelligence of Generation X is much higher than Generation Y as all the five hypotheses have been rejected. If consider the five variables of Emotional Intelligence viz. self awareness, self regulation, self motivation, self awareness and social skills, Generation Y Score lower than Generation X on all these dimensions and the difference is highly significant in each of these variables. This shows that the younger Generation, that is, Generation Y needs to inculcate a higher level of emotional Intelligence as it plays a more significant role in career success than Intelligence Quotient in the present scenario.



Recommendations for enhancing Emotional Intelligence

Figure No 3: Model of Enhancing Emotional Quotient

The above model which has been developed by the researchers themselves, depicts how each area of emotional intelligence can be enhanced, provided the techniques mentioned in the model are adopted and how these techniques need to be imbibed and implemented by an individual is going to be a further area of research for researchers.

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