

A Pilot Study on the Relationship between Generations and Emotional Intelligence

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Abstract:

Our research is primarily focused on emotional intelligence. The differences between generations, as expressed by their representatives, were the focus of our study. Defining emotional intelligence and presenting it from the perspective of leaders were topics covered in the theoretical section. Last but not least, each generation is presented. In our paper, we set up 2 hypotheses that are cross-tabulated and/or analysed with the aid of pertinent statistical techniques. Both of our theories turned out to be accurate in the end. Two figures and two tables can be found in this article. The conclusion section of our paper wraps up by summarizing our research, discussing the findings, and offering recommendations.

Keywords: *emotional intelligence; generations; workplace*

Introduction

This article is about emotional intelligence. In order to show that emotional intelligence exists in the twenty-first century, we chose this topic. Life in general requires a high level of emotional intelligence. Though we are unaware of it, our emotions control how we behave. It has an impact on our personalities and interpersonal relationships as well. For this reason, we'd like to demonstrate how it exists in each age group's workplace. The majority of our time is spent at work, where we also interact with a wide range of people on a daily basis. The ability to get along with people and the prevention of negative emotional effects on our relationships or ability to perform our jobs are both crucial.

Emotional intelligence was a concept that was introduced in the theoretical section. Then, we approached the subject from the viewpoint of the leaders after introducing the various points of view. Last but not least, we discussed the various generations and their respective traits.

The relationship between emotional intelligence and being a member of a certain age group was investigated in the practical section. A questionnaire that was distributed using the snowball sampling method served as the basis for the research. Following the division of respondents into generations, the summaries and comparisons of their responses were made. Finally, conclusions were reached. To compare, we used the diagrams that are described below. This method of analysis was used to show how

different generations and emotional intelligence function in the workplace.

Theoretical Background

Every person's life and every aspect of our existence are infused with emotional intelligence. It affects how we live and make decisions for ourselves while also fostering and preserving interpersonal connections. With regard to ourselves, it enables us to draw conclusions from a specific event or manage our emotions in a specific circumstance in order to base necessary and wise decisions on it. In addition to assisting in the development of interpersonal connections, emotional intelligence also enables us to put ourselves in others' shoes, identify their emotions, and describe the potential processes that might be present in that person.

Emotional Intelligence

A key idea in psychology today is emotional intelligence (EI). It expands its influence into the workplace and, through it, into every workplace, creating a global concept. Due to its impact on executives, the EI can play a role in business issues. Despite the fact that it is not a sort of physical concept, businesses and enterprises treat this issue as a crucial one and view it as a fundamental operational component of an organisation. Gaining emotional intelligence improves performance. This can improve your interpersonal relationships, your ability to empathise, your career prospects, and your level of confidence when handling change.

It also helps with a number of other things, such as increased creativity, reduced stress, less workplace power struggles, and more respect for others. Workplaces are changing. They assess people's cognitive intelligence, or how well developed it is, as well as how they treat other people and themselves. This standard is applied to determine who should be sent, promoted, and hired. The new standard places less emphasis on personal qualities like initiative, empathy, adaptability, and persuasion and instead assumes that the appropriate intellectual ability and expertise are fundamental.

Researchers have found that the environment itself, which frequently has a significant impact on a person's level of emotional development, is the main factor influencing emotional intelligence. Environmental factors can promote emotional intelligence, but they can also work against it. For instance, the manager's or subordinates' emotional intelligence is greatly influenced by the tone of the office. It's challenging to improve emotional intelligence because of environmental impulses. The most significant factor affecting people is their own cultural environment, which has a significant impact on the growth and formation of emotional intelligence.

Internal consistency, assistance with external adaptation, and a reduction in members' uncertainty are the three main objectives of organisational culture. Conflict management is a factor that appears to either directly or indirectly influence how organisational culture, which is closely related to an individual's emotional intelligence, develops. Its goal is to create a technique for handling organisational conflicts when two parties' efforts are incompatible. The general traits of a person, the emotional state of the participants in the situation, the organisational climate, and the interpersonal dynamics of the conflict are all factors that affect conflict management.

Generations

Six generational groups—considered to be six distinctly different groups of people—exist in the world today. Following are the distinctions made between the six generations: Veteran generation (1925–1945), Baby Boom generation(s)(1946–1964), X generation(s)(1965–1979), Y generation(s)(1980–1994), Z generation(s)(1995–2010), and Alpha generation(s)(

The explosion of information technology already includes Generation X. Its members were present when computers replaced typewriters, but they continued to enjoy writing handwritten letters and speaking on the phone as well as sending e-mails. Time for old chat meetings was becoming increasingly scarce. The constant need for money forced Generation X to work hard, which prevented it from having fun very often.

The majority of people in the workforce adjusted to change and shaped their lives accordingly. Their lives were severely constrained by the rush, profit and loss statements, and bonuses. As a result, less time was spent sleeping and relaxing. They were forced to live with anxiety on a constant basis. Even on the weekends, they were in a constant rush to bring in their backlogs of items. They eventually got to the hamster wheel and started spinning it more and more because they were sick of going to bed in the evenings. Based on these, we can infer that this generation's primary motivation for working was financial gain and pay.

Compared to younger generations, Generation X is known for having more patience and work ethic. They had the power to block outside influences and manage several tasks at once. In contrast to later generations, who relied more on the Internet and IT and did not feel the need to have such profound knowledge, they relied on the intellectual knowledge they had learned for their work. Generation Y lived a digitised life. They are the ones who have been most impacted by the successes of the digital explosion and the Internet.

Generation Z members are currently enrolled in college, but they will soon enter the workforce. Only this age group was born into a world that was technologically advanced. This generation received formal education. Every aspect of their lives involves digital technology, and they have grown up with it. They each have two distinct identities: a personal identity and a social identity. Their distinctive qualities, like their individual traits, niche interests, and preferred pastimes, contributed to their sense of self. The biggest age gap is that members of the Z generation enter adulthood later than other generations, despite being mentally older than their chronological age.

Aims and Methodology

Baby Boomers, Generation X, Generation Y, and Generation Z make up the four main generations into which we decided to divide the respondents. Additionally, there are two generations: the Veteran and the Alpha. These two generations, however, have not been discussed in the research because the "veterans" are probably no longer employed while those in the latter group are not yet employed. We compared the opinions of the four different generational groups that are still coexisting and working together.

Utilizing the snowball method, the questionnaire was created online. Both voluntarily and anonymously, responses were provided. The information was gathered between October 29 and December 10, 2022. 204 people answered the survey, which was fully completed. In the four different groups, the number of respondents grew to be nearly identical, which made it simple to compare the responses.

We used introductory questions at the start of the questionnaire. The primary subject of emotional intelligence was already addressed in the following set of questions. First, we looked at the line of communication between the employer and the employee. The importance of verbal praise and satisfaction with work activities were then analysed. We were interested in understanding the relative importance of tangible assets, professional recognition, career advancement opportunities, and a positive

Hypothesis 1: "Relationship between age group and perception of emotional intelligence"

work environment. We were able to determine the average level of the subjects' emotional intelligence by having them complete a web-based emotional intelligence test (gyorseqtests.hu). We requested demographic information from the respondents at the end of the survey.

During our research, we established two hypotheses:

H0: There is no relationship between age group and emotional intelligence perception.

H1: There is a link between age and perceptions of the significance of emotional intelligence.

Hypothesis2: "The level of emotional intelligence is influenced by age group"

H0: There is no relationship between age and emotional intelligence level.

H1: There is a link between age and emotional intelligence level.

Microsoft Excel was used to aggregate the responses, and the SPSS statistical programme was used to test our hypotheses.

Results

We present the findings of a questionnaire study on emotional intelligence in this section of the paper. A generational breakdown of emotional intelligence issues was also done. Of the 204 fillers, 61% are female and 39% are male. Generation groups of fillers were separated. This was crucial because we wanted to compare how different generations view the value of emotional intelligence in the workplace. Due to their continued participation in the labour market, we only used four generations in the research. Baby Boomers make up 24.5% of the respondents, followed by the X Generation (26%), the Y Generation (25%), and the Z Generation (24.5%). We were interested in determining how these values related to actual labour market rates.

Table1

Reallabormarketrates– employeesbyagegroupandgenerationsusedinthestudy

Generation	Agegroup	Number of employees	Percent of employees of the total workforce (%)
Z	15-24	139	5
Y	25-34	607	23
Y+X	35-44	752	29
X	45-54	635	25
Baby-boom +Veteran	55+	449	17
	Slovakia	2582	100

Additionally, we evaluated students with the highest level of education. The respondents had five options for this question. Only 2% of people with the highest level of education completed primary school. They were the least. The most significant difference (46%) was in secondary education, including high school, vocational secondary school, and vocational school. While 35% of students hold university degrees, only 12% are still enrolled in tertiary education. Only 5% of respondents said they were postgraduate students.

7% of respondents identified as self-employed, compared to 2% of owners who indicated their occupation. While the majority (80%) work as subordinates, another 8% hold managerial positions. The difference between the two options was 3%. We also looked at the size of the businesses they work for. 38% of micro-enterprises have fewer than nine employees, compared to 28% of small businesses and 34% of medium-sized businesses (50-249). None of our fillers were employed by a sizable corporation. Only 14% of those who responded indicated that they had been employed by the company for less than a year. 13% reported 5 to 10 years, while 33% reported 1 to 5 years. The majority of fillers (41%) had worked for the same business for over ten years.

We created a cross-table for our first hypothesis (Relationship between age group and perception of emotional intelligence importance). Since we can arrange them in series, the age group was an ordinal (independent) variable. But in order to gauge the significance of emotional intelligence, we included a question in our survey asking participants whether they valued emotional or cognitive intelligence more.

The oldest generation examined valued cognitive intelligence more than emotional intelligence, while the vast majority of younger generations did. But we needed more research to show that our result wasn't just a coincidence. In order to do this, we ran a Pearson Chi-square test, and the results are shown in the following table.

Table
ResultoftheH1 testing

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11,746 ^a	3	,008
Likelihood Ratio	11,987	3	,007
Linear-by-Linear Association	9,575	1	,002
N of Valid Cases	204		

In our case, the degree of freedom was three and the level of significance was ninety-five percent (0.05). According to the table, the Chi square value was 11.746, while the critical value for the degree of freedom and significance of 0.05 was 7.815. The empirical significance (P) is 0.008. Overall, the Chi-square that we measured is less than critical, and empirical significance is less than significance. Based on these findings, we must reject the null hypothesis (no relationship between the two variables) and accept the alternative hypothesis (the relationship between the two variables). Our first hypothesis, that there is a connection between age group and perceptions of the value of emotional intelligence, can be taken as fact.

Our findings show that Generation Xers have the highest levels of emotional intelligence, while Generation Zers have the lowest levels. But we needed more research to show that our result wasn't just a coincidence. This time, we wanted to use the Pearson Chi-square test, but the results of the SPSS programme showed that more than 20% of the cells had values lower than 5. The Pearson Chi-square test is inapplicable in this regard.

Table
 Result of the H2 testing

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25,734 ^a	6	,000
Likelihood Ratio	26,438	6	,000
Linear-by-Linear Association	12,046	1	,001
N of Valid Cases	204		

a. 4 cells (33,3%) have expected count less than 5. The minimum expected count is 1,47.

In this instance, we must examine the likelihood ratio's findings. Our importance stayed at 0.05. The likelihood ratio's significance (P) value is 0.000, which is less than the threshold for significance. In this situation, we must accept the alternative hypothesis rather than the null hypothesis (the absence of a relationship between the two variables) (the relationship between the two variables). It is possible that our second hypothesis—according to which age has an impact on emotional intelligence—is accurate.

Conclusions

Both hypotheses were accepted after the proper statistical support was confirmed based on our findings. Our findings suggest that age group influences both the level of emotional intelligence and perceptions of its significance. Additionally, it has been discovered that despite the fact that the youngest generation (Generation Z) believes emotional intelligence to be more crucial than cognitive, they still have lower emotional intelligence than their older (Baby Boomer, Generation X, and Y) counterparts.

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