

Citation: Öztimurlenk, S. (2019), An Empirical Study On Personal Factors Affecting Emotional Intelligence Levels Of Employees In The U.S, BMIJ, (2019), 7(4): 1605-1620 doi: <http://dx.doi.org/10.15295/bmij.v7i4.1149>

AN EMPIRICAL STUDY ON PERSONAL FACTORS AFFECTING EMOTIONAL INTELLIGENCE LEVELS OF EMPLOYEES IN THE U.S

Sevim ÖZTİMURLENK¹

Received Date (Başvuru Tarihi): 22/06/2019

Accepted Date (Kabul Tarihi): 29/08/2019

Published Date (Yayın Tarihi): 25/09/2019

ABSTRACT

This study explores the impact of some personal factors (i.e., gender, age, education, marital status) on employees' emotional intelligence levels in service sector in the U.S. Using a questionnaire survey, pertinent data is gathered from a group of 98 employees who works in different companies and industries in New York and New Jersey. Employees' EI is measured using Wong and Low Emotional Intelligence Scale (WLEIS). The data was analyzed using Microsoft Excel and SPSS. First, descriptive statistics were obtained. Then, t-tests ANOVA and Mann Whitney- U tests were conducted. Also, the differences obtained through ANOVA among the means are further compared through Tukey Post-hoc Tests. The results of the study show that education is a factor affecting emotional intelligence of employees positively in the U.S.

Keywords: Emotional Intelligence, Age, Gender, Education, Marital Status

Jel Codes: J1, L84

ABD'DE ÇALIŞANLARIN DUYGUSAL ZEKA DÜZEYLERİNİ ETKİLEYEN KİŞİSEL FAKTÖRLER ÜZERİNE AMPİRİK BİR ÇALIŞMA

ÖZ

Bu çalışma bazı kişisel faktörlerin (cinsiyet, yaş, eğitim ve medeni durum) Amerika'da servis sektöründe çalışanların duygusal zeka düzeyleri üzerindeki etkisini araştıracaktır. Çalışma için uygun data New York ve New Jersey 'de farklı şirketlerde çalışan 98 kişiden anket aracılığı ile toplanmıştır. Çalışanların duygusal zeka düzeyleri Wong ve Low Duygusal Zeka Ölçeği (WLEIS) yardımıyla ölçülmüştür. Toplanan data Excel ve SPSS kullanılarak analiz edilmiştir. Önce, tanımlayıcı istatistikler hesaplamalar yapılmış, sonra t-tests, ANOVA ve Mann Whitney U testleri uygulanmıştır. Ayrıca farklılık yaratan değişkenlerde alt gruplar arasındaki farklılıkları bulmak için Tukey Post-Hoc testi uygulanmıştır. Çalışma sonuçları eğitimin Amerika'da çalışanların duygusal zeka düzeylerini pozitif olarak etkileyen bir faktör olduğunu ortaya koymuştur.

Anahtar Kelimeler: Duygusal Zeka, Yaş, Cinsiyet, Eğitim, Medeni Durum

Jel Kodları: J1, L84

¹ Dr. Adjunct Faculty, SUNY College at Old Westbury, sevim.oztimurlenk@my.liu.edu

<https://orcid.org/0000-0002-8945-5989>

1. INTRODUCTION

The changing demographics may be the basis for differences in terms of employee attitudes, perceptions and values. (Pooja & Kumar, 2016). According to Robbin and Judge (2017) the workforce is getting older and more multiethnic. Today, women earn more wages, have more education and are much more likely to be employed full-time than men in the U.S. (p. 43)

As the pressures of new trends such as global competition, demographic changes, the changing nature of work, Web 2.0 (user generated content) increase, the companies and the way they work are changing. The pressures to compete with emerging and maturing global markets have forced organizations to examine their entire business model from top to bottom as well as employees to find new ways and have new skills such as EI to cope with change.

Emotional Intelligence (EI) has the potential to protect organizations from failing due to competition. This can be accomplished through the application of EI competencies (Goleman, 1998). Today, high intelligence quotient (IQ) is not enough alone to be successful in professional and social life. In this context, there is a prominent focus by researchers on the importance of EI since the 1990s. EI is one of the major factors that have a direct impact on organizational achievement (Ruderman et.al. 2001, Ahmadi, 2014, Nisbett, et.al., 2012; Wigglesworth, 2011; Kulkarni, 2014). Daniel Goleman (1998) described EI as “one's awareness of his/her emotions, empathy for others' emotions, and arranging such to enrich life.” Awareness and correct management of emotions undoubtedly contribute positively to one's life. One's empathy, emotional awareness, skills of understanding and managing emotions help him/her deepen his/her social relations (Goleman, 1998). The correct management of emotions contribute to employee's job satisfaction, as well as increasing organizational commitment of employees (Unsar and Dincer, 2014).

Therefore, the influence of demographic factors on the EI of employees has been explored in many studies. It is worthy to note demographic factors in current study is very popular in existing literature and have been studied across various job groups such as nurses, bank managers, call center representatives, academics, radiation therapists in different countries (e.g., Humpel & Caputi, 2001; Nagar, 2017; Sergio et al., 2015; Stami, Ritin & Dominique, 2018) but there are not many studies conducted in the U.S. Also, this study differentiate itself by focusing on employees working in companies with more than 1000 employees in service sector and who have at least two or more reporting employees and only personal factors affecting their EI levels.

The purpose of this study is to investigate personal factors affecting EI. More specifically, this research intends to explore if age, gender, education and marital status have an impact on emotional intelligence levels of employees in the U.S. Since age, gender, education and marital status are the most commonly examined personal factors which are found as the best predictor of EI in recent studies on EI (e.g., Marembo & Chunyamurindi, 2018; Nagar, 2017; Pooja & Kumar, 2016; Stami, Ritin & Dominique, 2018), only these four demographic factors explored in the current study with the following research question:

- Do personal factors, specifically, age, gender, education and marital status have an impact on EI levels of employees?

2. LITERATURE REVIEW

Although a significant body of literature exist on demographic factors affecting EI of individuals, this study focuses on employees at managerial positions in companies with more than 1000 employees in service sector. This review primarily consists of the studies that examine personal factors (i.e., age, gender, education and marital status) affecting EI levels of employees. The literature review pertinent to this study is drawn from the two sections: the importance of EI in the workplace and studies on demographic factors affecting EI.

2.1. The Importance of EI in the Workplace

The theoretical background of the concept of EI lies back to the theory of Social Intelligence suggested by Thorndike (1920). According to this theory, an individual's ability to understand others' emotions is independent of his/her intelligence. EI, on the other hand, was first asserted and described as the ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions by Salovey and Mayor (1990).

EI in various aspects and within the scopes of social intelligence, multiple intelligences or intrapersonal intelligence, which derives therefrom, constitutes a wide range of application for researchers (Bar-On, 2005; Cooper and Sawaf, 1996; Freedman, 2002; Goleman, 2000). However, the common aspect of the studies on EQ is their conclusions implying that EI skills that are required for over achievement in social life are also applicable to and effective in work life. (Springs and Kritsonis, 2008).

EI is considered as a key to organizational achievement (Kaufman, 2009, p. 152). Day and Leggat (2015) suggest that factors such as competition, social responsibility, teamwork

and organizational culture leads to great changes in organizations, and therefore skills of individuals have been gaining importance recently (p.58). In this respect, emotional quotient helps in establishing better relations and becoming more understanding in workplaces (Sterrett, 2000, p. 4-5). This ability enables individuals to manage their emotions and may have direct impact on their achievements in work life by enabling them to use their emotions more effectively (Blell, 2011, p. 20). It is the human resources that an organization maintains competitiveness and survives. Therefore, a work force that has emotional balance and is motivated through EI, would be of great assistance for organizations to accomplish their objectives (Turhan and Cetinsoz, 2018).

Supporters of EI believe that supervisors and managers who score high in the area of emotional intelligence are more successful at negotiation and resolving conflicts (Payne & Cooper, 2001). Goleman (1998) argued that the most distinguishing feature among managers with MBAs was not their IQ but rather their level of EI. Lopes, Salovey, Côté & Beers (2005) suggested that EI enable employees to regulate their emotions and manage stress effectively in the workplace. Therefore, it may contribute to work performance.

2.2. Studies on Demographic Factors Affecting EI

A significant body of literature exist on demographic factors affecting EI of individuals, but this study focuses on employees at managerial positions in companies with more than 1000 employees in service sector. Age is believed to be associated with the level of social adaptability and awareness (Frank, Baron-Cohen & Ganzel, 2015). According to Sergio, Dungca, & Ormita (2015), older individuals are better at developing felexibility and adaptability in their social lives and dealing with their own emotions. On the other hand, Kumar and Muniandy (2012) stated that EI rises with age up to 50 years and tends to decline as the subjects grow beyond 50 years. Some other previous studies have also identified that age is a factor affecting EI positively (Schuttle et al. 2007; Bennett et al. 2007; Bissessar, 2011).

While an American study involving 405 participants aged between 22 and 70, found that EI increased slightly with age (Farisalli et al. 2006), the findings of Gurol et al. (2010)'s study suggests that there is no significant relationship between age and EI. Chen, Peng and Kirk (2015) concluded that while age has a positive impact on emotional appraisal and regulation in self , it has a negative impact on appraisal and use of emotion in others.

Since prior research reports that, age is one of the most investigated personal factors that affects EI positively (Bennett et al. 2007 Bissessar, 2011; Farisalli et al. 2006; Schuttle et al. 2007). By exploring if employees' age in service sector in the U.S has an impact on their EI levels, this study would provide a distinct perspective to EI research. The older employees might be more emotionally intelligent than their younger peers because unlike IQ, EI can be learned or developed in time (Acar, 2001). Thus, the current researcher formulated the hypothesis below:

H1: Age has a positive impact on EI of employees in service sector in the U.S.

Gender also is another important personal factor which has been argued to be a factor that makes a difference on EI levels of individuals by researchers. Researchers like Goleman (1998), Bar-on (2000), Petrides and Furnham (2000), Alumran and Punamaki (2008) proposed that Emotional Intelligence did not vary with gender while researchers like Brackette and Mayer (2003), Palmer et al. (2005), Mandell and Pherwani (2003) indicated that Emotional Intelligence was different among men and women. Humpel and Caputi (2001) examined the relationship between work stress and EI of mental health nurses and found that female nurses with less experience in mental health had lower EI. Gur et al. (2001) stated that high EI among women has been attributed to biological and social factors such as having larger size of the brain area, which processes emotions.

Gender differences is a topic of growing interest among academics and researchers in research on EI since males and females typically have different traits which might affect their EI. Despite a numerous number of studies report that there is a significant role of the gender EI there are also many studies indicate that no significant role of the gender on one's EI levels. Since females tend to be more emotional and intimate in relationships as compared to males, the popular belief is that women's emotional intelligence is higher than that of males (Jyoti, 2016). Therefore, the following hypothesis is proposed:

H2: Gender has an impact on EI levels of employees in the U.S.

Vanishree (2014) indicated that marital status was the best predictor of emotional intelligence for employees working in information technology (IT) sector. Authors (Saeed, Javadi, Nir & Nouri, 2013; Kalyoncu, Guney, Arslan & Ayranci, 2012) focused on nurses in their studies and stated that married nurses have higher EI levels than their single peers. However, Bibi, Chaundhry and Awan (2015) conducted a study on academics to find out the influence of marital status on emotional intelligence and concluded that there is no significant

relationship between marital status and emotional intelligence. Also, Nagar's (2017) study on bank managers in India revealed the same results.

Marriage is the rich source of some of people's deepest feelings and emotions, from love, hate, and anger, to fear, sadness, and joy. Therefore, the extent to which the spouses try to understand, communicate, and manage all these and other powerful emotions play a crucial role in developing their EI (Brackett, Warner & Bosco, 2005). Hence, the third hypothesis of the study is formulated as:

H3: Marital status has an impact on EI levels of employees in the U.S.

Moreover, education is another factor investigated in EI studies frequently. In a study undertaken on 212 professionals working in a mental health setting, there was a statistically significant correlation between EI and educational levels, with those who had higher levels of education demonstrating greater EI (Nikolaou & Tsousis, 2002). Hemalatha (2014) also indicated that education was positively correlated with EI of employees in India while Nagar (2017) couldn't find a relationship between education and EI in his study on bank managers in India. In the same vein, Yogun and Minman (2016) studied factors affecting EI levels of employees in food and beverage sector and found that education significantly influenced EI levels of employees in food and beverage sector in terms of social skills and self-regulation dimensions. Education helps to better understand the situation and to cope up with the changing scenario easily. Highly educated employees might be able to express their feelings, communicate openly and to understand other better than less educated. Based on this, the researcher expected that:

H4: Education has a positive impact on EI levels of employees in the U.S.

3. METHODOLOGY

The main purpose of this research is to investigate personal factors (i.e., age, gender, education and marital status) on employees EI levels in service sector in the U.S. The data is gathered from 98 employees who works in different companies with more than 1000 employees and have at least two reporting employees in New York and New Jersey using a paper questionnaire survey by the researcher. The reason why the researcher preferred using a paper survey is that they typically garner much higher response rates than their digital counterparts (Duncan, 2008). The sample was not generated randomly. The snowballing sampling technique was used. The questionnaire survey consists of two sections. The first section, containing Wong and Law Emotional Intelligent Scale (WLEIS) which is generated

by Wong and Law in 2002 is for measuring EI levels of employees. This 16-item scale assesses emotional intelligence within four constructs of EI (a) self-emotion appraisal; (b) others' emotion appraisal; (c) use of emotion; and, (d) regulation of emotion. Four items in the scale measure each of the four constructs (Wong & Law, 2002). This study utilized the WLEIS because it offered the shortest administration time, was one with a clearer construct structure of emotional intelligence and used in other organizational studies (e.g., Bakan & Guler, 2017 and Isler & Atilla, 2013). The second section consists of 4 questions to collect demographic information. Data collection instrument is available upon request.

Reliability is measured using correlation coefficients to determine the degree of relationship between two sets of scores and is considered strong when the coefficient is $r = .70-1.0$, moderate from $r = .30 - .69$ and none to weak from $r = .00 - .29$ (Jackson, 2009). In this study, the reliability coefficient Cronbach's Alfa $\alpha=0.921$ has been calculated through the 16 questions of the WLEIS scale. According to the reliability coefficients of each dimension, it can be said that the research portrays a reliable structure (See Table 1).

Table 1. Reliability of the WLEIS Dimensions

WLEIS Dimensions	Cronbach Alpha
Self-emotion Appraisal	0.898
Regulation of Emotion	0.877
Use of Emotion	0.844
Emotion Appraisal of Others	0.918

The data gathered was analyzed using Microsoft Excel and SPSS. First, descriptive statistics including frequencies, percentages, means and standard deviations were obtained. Second, to decide the appropriate method the normality tests were ran. According to normality test results, the factors (e.g., gender) that have two levels and normally distributed were analyzed through independent sample T-Tests; the factors (e.g., marital status) that have two levels and not normally distributed were analyzed through Mann Whitney- U tests; and those (e.g., age and education) that have more than two levels and normally distributed were analyzed through ANOVA. Also, the differences obtained through ANOVA among the means are further compared through Tukey Post-hoc Tests. Those are the commonly used statistical

tests in studies on demographic factors affecting EI (e.g., Oztimurlenk, 2012; Nagar, 2017; Yogun & Miman, 2016,)

4. RESULTS AND DISCUSSION

4.1. The Profile of Study Participants

This section presents the demographics of the survey participants as shown in Table 2. The majority (58.2%) of the employees who participated in this study are female while 41.8% of them are male and most of (54.1%) are single. Over 60% of employees are over the age of 30 and only 32.7% of them are under the age of 30. Age data was gathered via an open-ended question on the questionnaire survey. Since there are not any participants aged less than 21 or more than 50, this variable is categorized as three groups shown in Table 2 below. Moreover, among all the employees surveyed in this study, the majority (75.5%) have a university or graduate degree.

Table 2. The Demographics of Study Participants

Demographic Factors		Frequency(%)
Gender	Female	57 (58.2)
	Male	41 (41.8)
Age	21-30	32 (32.7)
	31-40	25 (25.5)
	41-50	41 (41.8)
Education	High School	24 (24.5)
	University	58 (59.2)
	Graduate and Doctorate	16 (16.3)
Marital Status	Single	53 (54.1)
	Married	45 (45.9)

4.2. Employees' Emotional Intelligence Levels

Table 3 represents measures of central tendency and variability according to four WLEIS dimensions and total EI score. The highest mean value (24.25) belongs to Self-Emotions Appraisal dimension while Regulation of Emotion has the lowest mean value

(22.26). This means the study participants' ability to understand and accept their own emotions is better than their ability to control them. The researcher took median value (94) as a cut-off point to categorize total EI scores as high and low (DeCoster, Gallucci & Iselin, 2011) So, it can be said that most employees participated in this study (55%) have high EI in terms of total EI score.

Table 3. Summary Statistics of Participants' EI Scores

WLEIS Dimensions	Mean	Median	Standard Deviation	Minimum	Maximum
Self-Emotions Appraisal	24.25	24	2.81	14	28
Regulation of Emotion	22.26	23	3.82	7	28
Use of Emotion	23.65	24	2.91	15	28
Others' Emotions Appraisal	23.49	24	3.12	13	28
Total Score	93.64	94	10.36	64	112

4.3. The Relationship between Demographic Factors and Emotional Intelligence

The study findings indicated that only education out of 4 demographic factors investigated (gender, age, education, marital status), is found to be a significant factor on regulation of emotion ($F=3.336$, $p=0.024$) and total emotional intelligence scores ($F=2.572$, $p=0.010$) of employees in the U.S. Thereby, only hypothesis# 4 is accepted and education has a positive impact on EI levels of employees in the U.S. Hypotheses #1, 2, 3 are rejected, and age, gender, marital status has no significant impact on EI levels of employees in the U.S. The significance levels (p-values) obtained through t tests, ANOVA and Mann-Whitney U tests for demographic factors presented in Table 4 below.

Table 4. The Relationship Between Demographic Factors And EI: P-Values

Demographic Factors	Self-emotion appraisal	Emotion appraisal of others	Regulation of emotion	Use of emotion	Total WLEIS Scores
Gender	0.466	0.576	0.121	0.705	0.563
Age	0.133	0.425	0.358	0.061	0.114
Education	0.307	0.660	0.024*	0.110	0.010*
Marital Status	0.604	0.093	0.149	0.436	0.342

* $p < 0.05$, significant relationship

Based on the research done on demographic factors affecting EI, this study is in consonance with some empirical research (Yogun & Miman, 2016 and Hemalatha, 2014) which reports that education significantly influenced EI levels of employees whereas some studies (Mishra and Mohapatra, 2010; Tajeddini, Rangan, Malekzadeh, and Lallianzuali, 2014) suggests no significant relationships between education and EI.

In this current study, employees who have a university or graduate degree have higher EI levels than those who have a high school degree. A possible reason may be that the more education employees receive, the better the ability to develop their EI. Because unlike intelligent quotient (IQ), EI is not one thing and can be learned in time by reading, doing more research or participating more seminars and training programs (Goleman, 1995).

Another finding of the study is that age, gender and marital status are not found to be significant for none of the emotional intelligence levels at the 95% confidence level ($p > 0.05$) (See Table 3). Although, the results of numerous significant studies conducted on EI by Bar-On, 1997, 2002; Mayer, Caruso, & Salovey, 1999; Mayer, Salovey, & Caruso, 2002 supported that EI may increase with age, there are some recent studies (e.g., Yogun & Minman, 2016) which resulted in no significant relationship between age and EI like this study.

Despite gender is commonly examined and found as an important factor affecting EI in many studies, there are also some studies indicate that no significant role of gender on EI (Alumran & Punamaki, 2008; Bar-on, 2000; Goleman, 1998; Oztimurlenk, 2012; Petrides & Furnham, 2000). The results of current study echo those studies. As with respect to marital status, the study findings again concur with some of the previous studies (Granger, 2015;

Madahi, Javidi & Samadzadeh, 2013; Oztimurlenk, 2012) which suggests that marital status has no impact on emotional intelligence.

5. CONCLUSION AND FUTURE RESEARCH

In a number of academic works, it has been mentioned that the concept of emotional intelligence, other than being innate, can also be developed by learning (e.g., Acar, 2001; Goleman, 1995; Serrat, 2017; Smigla & Gail, 2000) The results of this research support those works by finding education as a factor affecting emotional intelligence levels of employees positively in the U.S. Findings of the study can be used by organizations in taking various decisions related to selection or training of newly and already existing employees. Information age have created new knowledge, skills and ability requirements for employees. Ongoing developments in technology are reshaping employee activities in organizations. It can be stated that it would be a positive effort to hire educated employees. Also, organizational leaders should consider raising the educational level of employees by offering education services to their employees.

Due to several constraints such as time, this study has the following limitations that can be addressed in future research. First, this study focused on only four personal factors (i.e., age, gender, education, marital status) and their impact on employees' emotional intelligence. Work-related factors such as industry type, position, number of reporting employees should all be considered in future research. Secondly, the scale used was a self-report measure which may cause biased responses. Thirdly, the study findings are obtained from employees in the U.S and sample size was small to generalize the findings. Future research could also benefit from having a larger sample and making a comparison among other countries.

REFERENCES

- Acar, F. T. (2001) "Duygusal zeka yeteneklerinin göreve yönelik ve insana yönelik liderlik davranışları ile ilişkisi: Banka şube müdürleri üzerine bir alan araştırması" Yayınlanmamış Doktora Tezi, İstanbul Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
- Ahmadi, A. (2014). Surveying the relationship between teacher's emotional intelligence and self-efficacy in first region of Tabriz education department. *Singaporean Journal of Business Economics and Management Studies*, 2(11), 202- 206.
- Alumran, J. & Punamaki, R. (2008). Relationship between gender, age, academic achievement, emotional intelligence, and coping styles in Bahraini adolescents. *Individual Differences Research*, 6, 104-119.
- Bakan, I., & Guler, B. (2017). Duygusal zekânın, yaşam doyumu ve akademik başarıya etkileri ve demografik özellikler bağlamında algı farklılıkları. *KMÜ Sosyal ve Ekonomik Araştırmalar Dergisi*, 19 (33), 1-11.
- Bar-On R (1997). *Bar-On emotional quotient inventory technical manual*. Toronto: MHS Publications.
- Bar-On, R. (2002). *Bar-On emotional quotient inventory: A measure of emotional intelligence*. Toronto, Canada: MHS.
- Bar-On, R. (2005). The Bar-On model of emotional-social intelligence, In P. FernándezBerrocal and N. Extremera (Guest Editors), Special Issue on Emotional Intelligence. *Psicothema*, 17.
- Bar-On, R., & Handley, R. (2003). *The Bar-On EQ-360*. Toronto, Canada: Multi-Health Systems.
- Bennett, E., Chamorro-Premuzic, T., & Furnham, A. (2007). The happy personality: Mediation role of trait emotional intelligence. *Personality Individual Differences*, 42, 1633-9.
- Bibi F., Chaundry A. G., & Awan, E. A. (2015). Impact of gender, age, culture on life satisfaction. *Pakistan Association of Anthropology*, 27(4), 3793-3795.
- Bissessar, C. (2011). Gender, age differences and emotional intelligences: Implications for workforce development. Unpublished doctoral dissertation, The University of the West Indies, Jamaica.
- Blell, D. S. (2011). *Emotional Intelligence: For the Authentic and Diverse Workplace*. New York: I Universe Bloomington.
- Brackett, M. A., Warner, R. M., & Bosco, J. S. (2005). Emotional intelligence and relationship quality among couples. *Personal Relationships*, 12, 197–212.
- Brackett, M. A., & Mayer, J. D. (2003). Convergent, discriminant and incremental validity of competing measures of emotional intelligence. *Personality and Social Psychology Bulletin*, 29, 1147–1158.
- Chen, Y., Peng, Y., & Kirk, R. (2015). Age differences in emotional intelligence: Cross-cultural evidence from American and Chinese adults. *The Gerontologist*, 55(2), 79–91.

Cooper, R. ve Sawaf, A. (1996). *Executive EQ: Emotional intelligence in leadership and organizations*, New York, NY: Berkley Publishing Group.

Day, G., & Leggat, S. G. (2015). *Leading and Managing in Health Services: An Australasian Perspective*. Australia: Cambridge University Press.

DeCoster, J., Gallucci, A. R., & Iselin, M. (2011). Best Practices for Using Median Splits, Artificial Categorization, and their Continuous Alternatives. *Journal of Experimental Psychopathology*, 2(2), 197-209.

Fariselli L, Ghini M., & Freedman, J. (2006). Age and emotional intelligence. *Six Seconds*. Available at https://www.6seconds.org/sei/media/WP_EQ_and_Age.pdf. 2006.

Frank, C. K., Baron-Cohen, S., & Ganzel, B. L. (2015). Sex differences in the neural basis of false-belief and pragmatic language comprehension. *NeuroImage*, 105, 300–311.

Freedman, J. (2003). Emotional what? *Six Seconds*, 6, 5-22.

Goleman. D. (1998). *Working with emotional intelligence*. New York: Bantam Books.

Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Books.

Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, 78, 78-90.

Granger, K. K. (2015). Examining the relationship between emotional intelligence and job satisfaction among elementary education educators. Unpublished doctoral dissertation, Auburn University, Alabama.

Gurrol, A., Ozercan. M. G., & Yalcın, H. A. (2010). Comparative analysis of pre-service teachers' perceptions of self efficacy and emotional intelligence. *Procedia Social Behavioral Science*, 2, 3246-51.

Gur, R.C., Gunning-Dixon F., Bilker, W.B., & Gur, R. E. (2002). Sex differences in temporo-limbic and frontal brain volumes of healthy adults. *Cereb Cortex*, 12, 998-1003.

Hemalatha, S. (2014). An empirical study on impact of demographic factors on emotional intelligence. *International Journal of Commerce and Business Management*, 7(2), 413-416.

Humpel, N., & Caputi, P. (2001). Exploring the relationship between work stress, years of experience and emotional competency using a sample of Australian mental health nurses. *Journal of Psychiatric Mental Health Nurses*, 8, 399-403.

İşler, B. D. v Atilla, G. (2013). Duygusal zeka ve dürtüsel satın alma davranışı ilişkisi. *Sosyal Ekonomik Araştırmalar Dergisi*, (26), 180-206.

Jackson, S.L. (2009). *Research methods and statistics: A critical thinking approach 3rd edition*. Belmont, CA: Wadsworth.

Jyoti, J. (2016). Impact of Demographic Variables on Emotional Intelligence: A Study among the Employees of Private Sector Banks in Madhya Pradesh, India. *Research Journal of Management*, 5(10), 20-24.

Kalyoncu Z., Guney, S., Arslan, M., Guney, S., & Ayranci, E. (2012). Analysis of the relationship between emotional intelligence and stress caused by organization: A study of nurses. *Business Intelligence Journal*, 5(2), 334-346.

Kaufman, T. J., Lashey, C., & Schreie, L. A. (2009). *Timeshare Management: The Key Issues for Hospitality Managers*. London: Elsevier.

Kulkarni, P.M., Kramer, M.W., Hess, J.A., & Aitken, P. (2009). Emotional intelligence and employee performance as an indicator for promotion: A study of automobile industry in the city of Belgaum, Karnataka, India. *International Journal of Business and Management*, 4, (4), 1611-70.

Kumar, J. A., & Muniandy, B. (2012). The influence of demographic profiles on emotional intelligence: A study on polytechnic lecturers in Malaysia. *International Online Journal of Educational Sciences*, 4(1): 62–70.

Lopes, P.N., Salovey, P., Côté, S., & Beers, M. (2005). Emotion regulation ability and the quality of social interaction. *Emotion*, 5: 113-118.

Madahi, M. E., Javidi, N., & Samadzadeh, M. (2013). The relationship between emotional intelligence and marital status in sample of college students. *Social & Behavioural sciences*, 84(9), 1317-1320.

Mandell, B. & Pherwani, S. (2003). Relationship between emotional intelligence and transformational leadership Style: A gender comparison. *Journal of Business and Psychology*, 17(3), 387-404.

Marengo, M., & Chunyamurindi, W. T. (2018). Impact of demographic variables on emotional intelligence levels amongst a sample of early career academics at a South African higher education institution. *South African Journal of Economic and Management Sciences*, 20(1): 1-16.

Mayer, J. D., Caruso, D. R., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence*, 27, 267–298.

Mishra, P.S. & Mohapatra, A.K. (2010). Relevance of emotional intelligence for effective job performance: An empirical study. *Vikalpa*, 35, 53-61.

Nagar, M. (2017). Role of demographic factors in emotional intelligence: An empirical study of bank managers. *Indian Journal of Commerce & Management Studies*, 8(3), 26-32.

Nikolaou, I., & Tsaousis, I. (2002). Emotional Intelligence in the Workplace: Exploring its effects on Occupational Stress and Organisational Commitment. *The International Journal of Organizational Analysis*, 10 (4), 327-342.

Nisbett, R., Aronson, J., Blair, C., Dickens, W., Flynn, J., Halpern, F., D., & Turkheimer, E. (2012). Intelligence new findings and theoretical developments. *American Psychologist*, 67(2), 129-159.

Oztimurlenk, Sevim (2012). The Relationship among Emotional Intelligence, Demographic Factors and employees' Functional Role in the Workplace. Paper presented at the the 39th Annual Conference of the Northeast Business and Economics Association, Port Jefferson, New York.

Palmer, B., Walls, M., Burgess, Z. & Stough, C. (2005). Emotional intelligence and effective leadership. *Leadership and Organizational Development Journal*, 22(1), 5-10.

Payne, R., & Cooper, C. (Ed.). (2001). *Emotions at work: Theory, research and applications in management*. Sussex: John Wiley & Sons Ltd.

Petrides, K. V., & Furnham, A. (2001). Trait emotional intelligence: psychometric investigation with reference to established trait taxonomies. *European Journal of Personality*, 15, 425–448.

Pooja, P. & Kumar, P. (2016). Demographic variables and its effect on emotional intelligence: A study on Indian service sector employees. *Annals of Neurosciences*, 23: 18-24.

Robins, S. P., & Judge, T. A. (2017). *Organizational Behavior*, 17th edition. NJ: Pearson/Prentice Hall.

Ruderman, M.N., Hannum, K., Leslie, J.B. & Steed, J. L. (2001). Making the connection leadership skills and emotional intelligence. *LIA*, 5(21), 1-5.

Saeed, Y., Javadi, M., Nir, M. S., &Nouri, J. M. (2013). Assessment and comparison of Emotional Intelligence of Nurses in General and Intensive Care Units. *Iran Journal of Critical Care of Nursing*, 5(4), 214-221.

Salovey, P. & Mayer, J.D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*, 9, 185–211.

Schutte, N. S., Malouff, J. M., Thorsteinsson E. B., Bhullar, N., & Rooke, S.E. (2007). A meta-analytic investigation of the relationship between emotional intelligence and health. *Personality Individ Differ*, 42, 921-33.

Sergio, R. P., Dungca, A. L., & Ormita, L. A. G. (2015). The demographic variables and emotional intelligence as correlates of work values: A cross-cultural examination towards organisational change. *Journal of Economics, Business and Management*, 3(2): 167-175.

Serrat, O. (2017). Understanding and developing emotional intelligence. In *Knowledge Solutions* (pp. 329-339). Singapore: Springer.

Smigla, J. E., & Gail, P. (2000). Emotional intelligence: Some have it, others can learn. *The CPA Journal*, 70(6), 60-61.

Springs, M.A. ve Kritsonis, W.A. (2008). Emotional Intelligence: A New Definition for “Smart. *The Lamar University Electronic Journal of Student Research*, 5(2): 67-78.

Stami, T., Ritin, F., & Dominique, P. (2018). Demographic predictors of emotional intelligence among radiation therapists. *Journal of Medical Radiation Sciences*, 66:114-122.

Sterrett, E. A. (2000). *The Manager's Pocket Guide to Emotional Intelligence: From Management to Leadership*. Massachusetts: HRD Press.

Tajeddini, R., Rangan, U., Malekzadeh, M., & Lallianzuali, C. (2014). Global emotional intelligence and six dimensions of emotional intelligence in Indian and foreign students with respect to demographic variables: A Comparative Study. *Journal of Humanities and Social Science*, 19(5), 94-104.

Thorndike, E. L. (1920). Intelligence and its use. *Harper's Magazine*, 140, 227-235.

Turhan, M., & Cetinsöz, B. (2018). The relationship between emotional intelligence and creativity: A study on university students. *The Journal of International Social Research*, 11(61), 782-792.

Unsar, S., & Dinçer, D. (2014). Duygusal Zekanın İşten Ayrılma Eğilimine Etkisi: Bir Alan Araştırması. *Yalova Üniversitesi Sosyal Bilimler Dergisi*, 5(1), 45-58.

Vanishree, M. (2014). The relationship between emotional intelligence and demographic variables of information technology professionals. *Paripex-Indian Journal of Research*, 3 (1): 134-136.

Wigglesworth, C. (2011). Spiritual intelligence and why it matters. Deep change. Retrieved from Distinctiveresults, http://godisaserialepreneur.com/uploads/2/8/4/4/2844368/spiritual_intelligence__emotional_intelligence_2011.pdf

Wong, C., & K. S. Law. 2002. The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *Leadership Quarterly*, 13(3): 243-274.

Yogun, A. E., & Miman, M. (2016). Impact of the demographic factors on the emotional Intelligence level: A research of the food and beverage sector. *International Journal of Business and Management*, 5(2), 17-25.