

*Araştırma Makalesi / Research Article*DOI: <http://dx.doi.org/10.29064/ijma.1197541>

Impact of Demographic Factors on Emotional Intelligence in Selected Organizations in the Kathmandu Valley*

Pramila Thapa¹, Shyam Akashe², Hemlal Bhattarai³¹ CEO, Life Skill Education Institutes, YHSA, Kathmandu, Nepal / pbrt426@gmail.com.² Professor of Electronics and Communication Engineering at ITM University in Gwalior, India / shyam.akashe@itmuniversity.ac.in.³ Lecture, Department of Electrical Engineering, Jigme Namgyel Engineering College, Bhutan / b.hemlal@gmail.com.

Abstract: This study's main goal is to investigate how socio-demographic factors affect employees' Emotional Intelligence (EI), particularly in Kathmandu valley organizations. Cross-sectional, the quantitative study design was used; convenience sampling techniques and the sample size were calculated using Cochran's formula. However, the instruments tested content validity, factor analysis, reliability, and a pilot test. There were 35 EI questions, and socio-demographic features (gender, age, work experience, qualification, marital status, and EI training). Descriptive, Regression, and ANOVA test were utilized to accomplish the goal. The findings revealed that there was a significant relationship between EI with work experiences, EI training, marital status, and social media engagement. In this regards, researchers suggested that; EI is a skill that can be acquired, researchers suggest that; organizations should create a culture where emotional intelligence can be fostered. Factors such as social media engagement, work experiences, and EI training, play a role in an employee's success.

Keywords: Demographic Factors, Emotional Intelligence, Organization, Employees

JEL Classification: M10, L84**ORCID¹:** 0000-0003-4950-9855 / **ORCID²:** 0000-0003-4573-6815 / **ORCID³:** 0000-0002-6512-1685**Received Date:** 01.11.2022**Accepted Date:** 29.01.2023**How to Cite this Article:** Thapa, P., Akashe, S., & Bhattarai, H. (2023). Impact of Demographic Factors on Emotional Intelligence in Selected Organizations in the Kathmandu Valley. *International Journal of Management and Administration*, 7(13), 55-68.

GENİŞLETİLMİŞ ÖZET

Araştırmanın Problemi

Her on çalışandan üçü tükenmişlik yaşamaktadır ve %20'sinden fazlası ihtiyaç duyduklarında arkadaş veya aileden yoksun durumdadır. İş yerinde çalışan bağlılığı düşüş göstermektedir ve dijital dönüşüm büyümektedir. Bu durum; çalışanların duygusal zindeliği, duygusal zihniyeti, performansı ve mutluluğu ile ilgili sorunlar yaratmaktadır (Gallup, 2013;2020;2022). Tüm bu unsurlar göz önünde bulundurulduğunda, çalışan bağlılığı ile ilgili sorunlar, duygusal olgunluk sorunları, işyeri coşkusunda bir düşüş ve yenilik, etki, liderlik ve ilişki kurma zorluğu gibi daha fazla endişeye rastlanmıştır. Ancak her sorunun bir çözümü vardır çünkü sorunlar kalıcı değildir; aksine, sadece değişiklik kalıcıdır. Bu açıdan bakıldığında, Duygusal Zeka (EI) her iki hayat alanında da önemli olduğu kanıtlanmış inanılmaz bir beceridir (Goleman, 2002;2004). Goleman'ın makalesine göre, EI / EQ, IQ'dan daha önemlidir. İnsanların duygusal zekaya ihtiyacı vardır çünkü hem kendilerinin hem de diğer insanların duygularını tanımlarını ve düzenlemelerini sağlamaktadır. Goleman ayrıca farkındalık (benlik ve sosyal), yönetim (benlik ve diğerleri) güçlendirilmiş ve şefkatli bir işyeri geliştirmek için dört temel beceriyi de bu tanıma dahil etmiştir. Bununla birlikte, demografik faktörler de duyguların etkisinin bir başka ana nedenidir, çok sayıda çalışma demografik faktörlerin bir kişinin duygusal zekası üzerindeki etkisini incelemiştir, ancak İK yöneticilerinin duygusal zekasını etkileyen faktörler üzerinde çok az çalışma yapılmıştır. Kişisel faktörler ve iş deneyimi, medeni hal, sosyal medya katılımı (SME) ve duygusal zeka eğitimi gibi mesleki faktörler duygusal zekaya dair en iyi göstergeler olarak önerilmiştir. Nepal'de demografik faktörler ve duygusal zeka çalışmaları üzerine araştırmalar sınırlıdır. İş yerindeki demografik özellikleri en iyi şekilde tahmin eden unsuru anlamak adına, araştırmacılar bu konuyu seçmektedir.

* *Corresponding Author / Sorumlu Yazar*

Araştırma Soruları

Seçilen Katmandu kuruluşlarında cinsiyet, yaş, medeni hal, iş deneyimi, eğitim, sosyal medya katılımı ve duygusal zeka eğitimi gibi sosyo-demografik faktörlerin duygusal zeka üzerindeki etkileri nelerdir?

Literatür Taraması

En iyi sosyal becerilerden biri olan duygusal zeka, tıpkı farkındalık (öz ve sosyal) ve yönetim (öz ve sosyal) gibi, hem kişisel hem de profesyonel yaşamı ayrıcalıklı kılar. Bir çalışanın duygusal zeka becerilerinin oluşturulması, işyerindeki değişimi tanıma, düzenleme ve ödüllendirme yeteneklerinden gelir. Bu çalışmada, iş deneyimi, sosyal medya katılımı, duygusal zeka eğitimi ve medeni hal dahil gibi seçilen demografik faktörler, duygusal zeka düzeyinin belirleyicileri ve önemli göstergeleri olarak belirtilmiştir. Deneyim, insanlara daha bilinçli olma, kendilerini yönetmede daha iyi olma ve çatışmayı iletme ve ele almada daha iyi olma şansı verir, çünkü bu kişiler birçok engel, şans ve fırsatla karşılaşmıştır. Çok sayıda çalışma, daha fazla deneyime sahip çalışanların yüksek duygusal zekaya sahip olduğunu göstermiştir (Cobb ve Mayer, 2000; Uniyal ve Uniyal, 2020). Duygusal zeka; güçlü ilişkiler, duygusal kontrol, zaman yönetimi, artan öz disiplin ve öz bakım gibi farklı müdahale programları kullanılarak öğrenilebilir ve geliştirilebilir (Cantero, Bañuls ve Viguer, 2020; Gilar-Corbi, Pozo-Rico, Pertegal-Felices ve Sanchez, 2018). Bununla birlikte, gelişmekte olan ülkelerde henüz yaygın olarak kullanılmamakta veya sevilmemektedir. Araştırmacılar, evlilik üstünlüğünün duygusal zeka üzerinde önemli bir etkisi olmadığı sonucuna varmışlardır (Bibi, Chaudhry, ve Awan, 2015). Bununla birlikte evli bireylerde, sosyal destek duygusu ve olumlu duyguların yanı sıra psikolojik refah gelişebilir ve bu da mutluluğun artmasına neden olabilir (Khodarahimi, 2015). Sosyal ağ siteleri ve diğer dijital platformlar işyerinde giderek yaygınlaşmaktadır. Kanıtlara göre, bu durumun bir kişinin performansı üzerinde hem yararlı hem de olumsuz etkileri olabilir. Bu durum ayrıca duygusal yorgunluğu ve tükenmişliği de etkileyebilir.

Metodoloji

Yatay kesit, nicel çalışma tasarımı kullanılmış; kolaylı örneklem teknikleri ve örneklem büyüklüğü Cochran'ın formülü kullanılarak hesaplanmıştır. Bununla birlikte kullanılan araçlar içerik geçerliliğini, faktör analizini, güvenilirliği ve pilot testi sınımıştır. 35 duygusal zeka ve sosyo-demografik özellik (cinsiyet, yaş, iş deneyimi, yeterlilik, medeni durum ve duygusal zeka eğitimi) sorusu mevcuttur. Hedefe ulaşmak için Tanımlayıcı, Regresyon ve ANOVA testleri kullanılmıştır.

Sonuç

Bulgular, duygusal zeka ile deneyimleri, duygusal zeka eğitimi, medeni durum ve Sosyal Medya Katılımı ile arasında anlamlı bir ilişki olduğunu ortaya koymuştur. Duygusal zeka iş ve ev yaşamında çalışanlar için edinilebilecek çok önemli bir beceri olsa da, bu bağlamda araştırmacılar, şirketlere deneyimli çalışanları işe alarak, olanak sağlayarak, etkileşim kurarak ve gelişmelerine yol açarak, çeşitli duygusal girişimlerini uygulayarak ve işyerinde sosyal medyayı çevik bir şekilde kullanarak duygusal zeka dostu bir kültür oluşturmalarını tavsiye etmektedir.

INTRODUCTION

There is more competition, conversion, and change in the workplace today, and a significant transition is taking place. According to Gallup, survey reports showed that decreasing job engagement, fewer buddy systems, less face time, and less coffee time, as well as rising levels of dissatisfaction including anger, despair, and concern, all have an impact on employees' ability to perform effectively at work (Gallup, 2020;2022). According to another study, 80% of adults experience different types of emotions in a variety of unpleasant circumstances daily while speaking, haggling, making decisions, performing activities, and managing their careers (Gallup, 2020;2022). There are a lot of causes and implications for this, though, including an increase in absenteeism, high disengagement, turnover, and a drop in custodial care. There is evidence to support Gallup's claim that 85% of people will suffer burnout at some point in their lives (Gallup, 2020;2022). The most common and delicate topic in the workplace today is emotional trauma (ET) (Music, 2018). ET is a negative emotion that can be brought on by long-term stress, anxiety, bullying, harassment, humiliation, misbehavior, and discrimination. ET can also result in mental injury, which can result in mental trauma (Music, 2018). However, there is greater competition, transformation, and change in today's world, and workplace transitions are increasingly common. All of this will have an impact on people's well-being and alter how work is structured. Employees, on the other hand, are the lifeblood of an organization and its greatest asset. All of this is achievable if the company has a culture, and a concept, and cultivates workers who work hard to realize the organization's vision and goal. EI is regarded as one of the outstanding soft skills that support in this respect. EI ratings are based on an employee's capacity to deal with, connect with, and communicate change in their workplace. High scorers might be able to control their behavior at work more successfully (Goleman, 1998; Dhani, Sehrawat & Sharma, 2016; Oztimurlenk, 2020; Suleman, Syed, Mahmood & Hussain, 2020). About the name "EI" stayed first revealed by scientists Peter Salavoy and John Mayer. Their piece "EI" appeared in the Thought and Personality magazine in 1990. Then, in 1995, Goleman popularized EI with his article. That was mentioned in his article, which also made the case that EQ (EI quotient) might be more significant than IQ.

EI, according to Goleman, is a crucial skill for individuals to have since it enables them to recognize and regulate their own feelings as well as those of others. And he has included four essential strategies (self-awareness, self-management, social awareness, and social management) for developing an empathetic, empower, and excitement workplace, however, with the emergence of new digital technologies and modalities like digital data, a digital workplace, a digital workforce, and a digital office. However, demographic factors are also another's the main reason for to impact of emotions, numerous studies have examined the impact of demographic factors on a person's EI, but little study has been done on the factors influencing the EI of HR managers. Therefore, the purpose of this study is to determine whether demographic factors such as age, gender, marital status, and years of work experience, academic qualifications, SME, and EI training have an effect on employees' EI in a particular organization. Because they are the most frequently researched regarding personal factors, such as age, gender, work experience, academic qualifications, and training have been recommended as the best indicators of emotional intelligence. In this study, a few demographic parameters are examined, including age, gender, marital status, work experience, educational qualification, social media engagement, and EI training. However, research on demographic factors and EI studies are limited in Nepal, where few studies have been carried out. In order to comprehend the best predictor of demographic characteristics at work, researchers choose this issue.

2. CONCEPTUAL FRAMEWORK

The Daniel Goleman Competency model serves as the theoretical underpinning of this study, which integrates personal competency with professional competency. This study used the four concepts of self-awareness, self-management, social awareness, and social management. The competency model was proposed by Daniel Goleman (2002). This approach promoted self- and other-recognition of things like emotions, characteristics, strengths, and weaknesses as well as self- and other-regulatory of things like relationships, communication, and emotions. The self and others (recognition, and regulations), according to the EI theory, are influenced by demographic factors such as age, gender, marital status, education, work experience, social media usage, and age. In order to assure growth, organizations follow diversity management practices (Pooja & Kumar, 2016). The study's conceptual framework will promote the growth of awareness (Self, others), and management abilities (self, and others) like self-awareness and self-assurance as well as relational abilities like communication and teamwork, self-management is essential for employees to improve self-care and self-responsibility, increase productivity, and control emotions and behaviors. Socially aware employees are better able to respect the cultures, languages, and preferences of others as well as value their viewpoints. As a result, it promotes interpersonal connections that can lead to effective coordination, teamwork, and communication.

3. MATERIAL AND METHOD

3. 1. Research Purpose and Model

Assessing the special effects of socio-demographic features on EI amongst employees who are working in selected organizations in Kathmandu valley is the main goal of the study. The study is research in the descriptive exemplary. It is intended for noticing the different amongst the socio- demographic variables such as age, gender, work experiences, education, marital status, and EI training. The study model is included below;

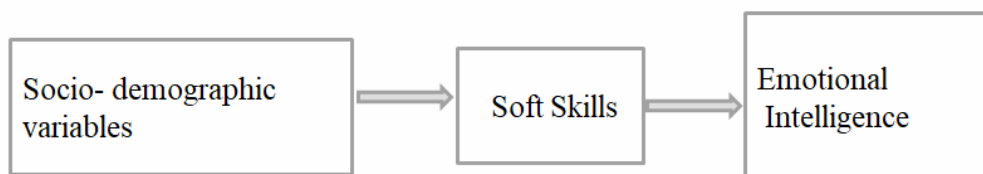


Figure 1: The Study Model Figure

3. 2. Research Population and Sampling Methods

The majority of the participants in this study are an employee at various organizations in the Kathmandu Valley is the sample size, p is the sample proportion in the decimal procedure, and e is the edge of error in decimal form. Applying Cochran's method in accordance with the admin calculations helps determine the sample p size of the selected organization with an unknown population. The study's total participant count was 397. The sample size was chosen to allow a prediction to be made with a 90% confidence level and an accuracy of 4%.

$$\text{Cochran's Formula } n = z^2 * p * (1-p) / e^2$$

3. 3. Data Collection Tool and Data Evaluation

Research data was gathered in Province 3 of the Kathmandu district by conducting an online survey with employees. There are two sections per question on the survey. Related socio-demographic aspects such as age, gender, work experience, qualification, marital status, and EI training are included in the first part. The second section of this study contains 35 questions. For those rating the statement with a 5-Strongly Agree, 4-Agree, 3-Neutral, 2-Disagree, and 1-Strongly Disagree, the Likert Scale assessed it to be helpful. Researchers developed the instruments, which had 35 items, and examined them on a five-point scale for validity and reliability. Approaches for convenience sampling are used to obtain primary data. Software for statistics was used to evaluate the study's documents. The level of significance was established during the data analysis procedure as ($p=0.05$). The frequency and percentage were determined using descriptive analysis, and the importance of the dependent and independent variables was established using regression analysis, Along with one-way ANOVA and t-test. Socio-demographic factors were independent variables in this study, while the dependent variable was EI.

3. 4. Literature Search and Developing Research

Assumptions Age and Emotional Intelligence (EI)

Age can be determined by how well a person manages their emotions and their ability to adapt to change. According to the study's findings, an employee's EI is influenced by their age (Oztimurlenk, 2020; Pooja & Kumar, 2016). Because they have already taken such precautions, people who are getting older have the possibility to comprehend others and have experience of managing their own emotions. Sharma conducted a study on EI for various age groups, reaching from 17 to 60 ages, and included various components (emotional competence, emotional sensitivity, and expressive development). The outcomes showed that total EI increased with age, emotional competence decreased from a young age to middle age and then improved for developed age, although competence and compassion were determined for middle age (Sharma, 2017). EI is affected by age. Several researchers have been looking into it. Researchers like (Goleman, 1998; Sharma, 2017; Oztimurlenk, 2020). Age and EI are two topics that are widely discussed. But according to widely read articles, older people are more informed. According to Fariselli et al., here is a minimal improvement in EI skills with age. Furthermore, some components of EI do get better with age. Additionally, there are aspects of EI that require some competencies to be trained in (Fariselli, Ghini & Freedman, 2008).

Gender and Emotional Intelligence (EI)

The general consensus is that female can achieve greater EI scores than male because they scored emotionally highly and were more emotionally developed than male. Additionally, evidence suggests that gender is unique of the hallmarks of higher EI (Meshkat & Nejati, 2017). However, a variety of evidence suggests that emotional maturity or other forms of EI operate in distinct ways. Females can exhibit some elements whereas males can exhibit some elements when high (Adeyemo, 2008). Males and females are thought to have varied EI, the intelligence that leads to success (Goleman, 1998). Meshkat et al. (2017) found that while gender did incline to vary in emotive self-awareness, interpersonal relationships, self-esteem, and empathy, with females counting greater than males, there remained no statistically substantial variance in the overall emotional score.

Work Experience and Emotional Intelligence (EI)

Roughly investigators suggested that EI can be educated and developed. Because there is a chance to study and obtain additional information from a variety of sources, having a good education is another crucial determinant of positive emotion. Employees' EI is influenced by their qualifications (Agarwal & Singh, 2020; Gujjar, Naoreen, Aslam & Khattak, 2010). Experience gives people the chance to become more self-aware, better at managing themselves, better at working with others, and better at communicating and handling conflict because they have encountered many obstacles, chances, and opportunities because nothing stays the same forever in the workplace. Numerous studies demonstrated that employees with greater experience had increased EI (Cobb & Mayer, 2000; Uniyal & Uniyal, 2020).

Marital Status and Emotional Intelligence (EI)

Another factor that influences EI is marital status. EI as an aptitude is the ability for insight, appearance, gratitude, solicitation, and executive of the self and others Mayer, J. D. & Salovey, P. (1997). Researchers found that marital eminence had no substantial effect on EI (Bibi, Chaudhry & Awan, 2015). However, it has been shown that marital standing has a crucial role in influencing a person's welfare. Compared to individuals in other marital status categories, married persons stated the utmost mean level of overall life contentment. Married women are happier than women who are unmarried (Ferdinand & Frikkie, 2013).

Social Media Engagement (SME) and Emotional Intelligence (EI)

Digital platforms, such as social networking platforms, are becoming more and more common in the workplace due to a number of factors, including the COVID-19 epidemic, the existence of a significant digital and generation "Y" workforce, and technological advancement. People utilize social media for a wide range of purposes, such as communication, information seeking, office administration, etc. However, it is important and helpful for a variety of reasons, but if there is no way to use smartphones smartly, it might have a negative impact (Chandel, 2018) as well as positive signs on the individual's performance (Iqbal, Qureshi, Ashraf, Rasool & Asghar, 2021), additionally, impact emotional exhaustion and burnout (Nam & Kabutey, 2021).

Emotional Intelligence (EI) Training

In both the personal and professional spheres, EI is becoming more and more significant. People who have developed their EI show positive progress in their SA, SM, empathy, and interpersonal connections, according to a number of study studies. A higher score on the EI scale also increases one's capacity for self-control, drive, confidence, empathy, and the ability to communicate more effectively. People can increase their EI by learning and practicing a variety of soft skills (Clarke, 2006; Dolev & Leshem, 2016).

The research hypotheses are established in the context of this study in direction to determine whether or not the assessment of EI is important in consideration of the socio-demographic characteristics examined in this study. An analysis of relationships between independent factors and a single dependent factor is done using a regression model.

(H₁): Impact of socio- demographic features such as gender, age, marital status, work experience, qualification, SME, and EI training on EI in selected organizations in Kathmandu.

(H_{1.1}): Gender Influence on EI.

(H_{1.2}): The Influence of Age on EI.

(H_{1.3}): The Effect of Marital Status on EI.

(H_{1.4}): Impact of work experiences on EI.

(H_{1.5}): The effect of qualification on EI.

(H_{1.6}): Influence of SME on EI.

(H_{1.7}): The influence of (EI) training on EI.

The F distributions were compared using the ANOVA test. It's a statistical method for collecting different sources of variance in a set of data. The evaluation's objective is to identify any noticeable differences between two or more groups.

(H₂): Between varying ages, there is a considerable variance in EI.

(H₃): The EI varies significantly by gender at different stages.

(H₄): EI varies significantly depending on the level of marital status.

(H₅): Different degrees of work experience have a noticeable impact on EI (EI).

(H₆): EI varies significantly depending on the level of qualification.

(H₇): EI varies significantly depending on the degree of social media use.

3. 5. Reliability Analysis of the Scale in the Research

Before going to the final study researchers adopted a pilot test, reliability test, content validity, and factors analysis; A pilot project was done to test the correlation among socio-demographic factors and EI. Following pilot test, certain adjustments were made.

The Reliability Test: The Cronbach Alpha reliability coefficient for EI with N of items (35) was reported to be .885 in this study, according to the reliability analysis. A Cronbach Alpha range of 0.70 and above is considered to be acceptable, 0.80 and above is considered to be better and 0.90 and above is considered to be best. But in this study, questions about EI revealed 0.885 values. Therefore it's shown reliable and better for the final study.

Factor Analysis: The EI scale included 35 components. It was discovered the Kaiser- Meyer- Olkin measure of sufficient multiplication. 907, about 3893. 527 for the Approx. Chi-Square, 595 for the Bartlett Sphericity test DF, and 0.000 Sig (KMO>0.5) are the values. It is anticipated that (KMO> 0.5) and the Bartlett sphericity examination (p>0.05) will be statistically substantial in order to assess whether the scale follows to the factor analysis. KMO value was used as the coefficient in the computation, and factor analysis was recommended for the final study.

Content Validity: Three subject-matter experts assessed the validity of the question's content. Instructions were given to check the boxes that corresponded to the study's questions' applicability. The choices were (1-not relevant, slightly relevant-2, relevant-3, and highly relevant-4). The evaluation's findings were utilized to generate the CVI for each question and the overall score. To determine the percentage, the number was then multiplied by 100. However, CVI values above 70 percent are considered to be eligible. If CVI values are below 70 percent, subjects must reconsider their eligibility for further study. 35 items from the However, in these assessment researchers, found 90 percent; therefore, the EI test was discovered to be eligible for the final study.

4. THE RESEARCH FINDING

4. 1. Reliability Analysis of the Scale in the Research

The data presentation of the demographic characteristics acquired from descriptive analysis in research is shown in Table 1: socio-demographic data, 72. 3% of them are men. The majority of them (28. 2%) are in the 40–50 age range. Of them, 77. 1% are married. 50.4% of participants had master's degrees or more, which is the majority. 62. 5% of participants claimed to spend 1-2 hours per day on social media. Most (32. 2%) with 11 to 20 years of work experience, and the majority 77. 1 participant is married, and only 21. 9 % got an opportunity to participate in EI training.

Table 1: Lists the Socio-Demographic Features of The Participants

Variables	Frequency	Percentage
Age (Years)		
20 - 30	46	11. 6 %
30 - 40	87	21. 9 %
40 - 50	112	28. 2 %
50 - 60	105	26. 4 %
> 60	47	11. 8 %
Sex		
Male	287	72. 3 %
Female	113	27. 7 %
Marital Status		
Unmarried	83	20.9 %
Married	306	77. 1 %
Others (Divorced , Widowed)	8	2.0 %
Educational Status		
Bachelor	73	18. 4 %
Master	200	50.4 %
M. Phil.	11	2. 8 %
PhD	113	28. 5 %
SM Engagement (Hours)		
1 - 2	248	62. 5 %
3 - 4	99	24. 9 %
5 - 6	32	8. 1 %
> 7	18	4. 5 %
Work Experiences (Years)		
0 - 5	40	10.1 %
6 - 10	49	12. 3 %
11 - 20	128	32. 2 %
21 - 30	97	24. 4 %
31 - 40	83	20.9 %
Training-EI		
Yes	87	21. 9 %
No	310	78. 1 %

The research aims at how demographic factors like age, gender, experience, qualification, training in EI, and time consumed on SM, affect EI. Regression analysis was used by the researchers, and the results showed that according to the regression analysis model summary, the coefficient of a year of work experience, Beta, was . 153, the coefficient of age Beta, was-. 167, and the coefficient of gender, Beta, was -. 116. The coefficient of EI training,

Beta, was .096, the coefficient SM engagement, Beta, was .039, the coefficient of marital, Beta, was .034, and the coefficient of qualification, Beta, was -.009. There were significant associations between SM engagement, work experiences, and marital status training, but there was no suggestion that age, gender, and qualification (See Table 2).

Table 2: Summary of Regression Analysis for Socio-Demographic Characteristics and EI

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.453	.085		40.706	.000
SM engagement	.016	.021	.039	.775	.439
Work experience	.043	.028	.153	1.537	.125
Age	-.048	.028	-.167	-1.736	.083
Gender	-.089	.040	-.116	-2.227	.027
Qualification	-.003	.017	-.009	-.161	.872
Marital Status	.028	.049	.034	.579	.563
EI Training	.080	.043	.096	1.861	.063

a. Dependent Variable: Mean_EI

In this study, the F distributions were examined and compared using the ANOVA test. It's a statistical method for collecting different sources of variance in a set of data. The evaluation's objective is to identify any noticeable difference between two or more groups.

To evaluate a hypothesis, it is helpful to note any important differences between two or more groups. The One-way ANOVA test continued used to investigate, which is the variance between age and EI levels. The result found that significant value was 0.263, and $F = 1.317$. However, the results suggested that a significant value should not be less than $\text{Sig} = 0.05$. Hence, the conclusion mentioned that there was no important variance among different levels of age. Mean's Robust Test of Equality, both between and within groups, also values found. 269. This value is also not substantial at the 0.05 level. Here is not shown significant between group and within groups.

The significant differences in EI amongst various degrees of SM engagement were examined using the ANOVA test. The data analysis demonstrated that; there stood no significant variations in EI among various degrees of SME, with a significant value of $= .702$ but $F = .546$, even if it has not indicated less than 0.05. As a result, here is no noticeable variance in EI between the various levels of SME. Post hoc analysis for the Mean there was not performed because at least one group had fewer than two cases.

By way of determined by a one-way ANOVA assessment, there are variances in EI amongst employees with different degrees of work experience as firm by a one-way ANOVA investigation. According to the results, $F = .876$, $\text{Sig. Value} = .478$. However, there was no value of less than 0.05. This result showed that there is no noticeable difference in EI amongst participants through varying levels of job experience. This result, however, does not imply that the post hoc test was not performed. Data analysis indicated and discovered that with regard to Robust Tests of Equality of Means, $\text{sig. Value} = .464$ and $\text{df2} = 302.117$. The parametric makes no significant claims.

To investigate the major variations in EI within various educational levels, the ANOVA test was used. According to the results of the data analysis, F , value $= .876$, and Significance found. 454. However, the value in this data analysis is not less than 0.05. The results imply that there is not a humongous variance in EI between various levels of education. Robust Test of Equality of Means data analysis, however, showed that Welch, $\text{df2} = 44.929$, Sig.

501, and Brown - Forsythe, df_2 value = 69.922, Sig. 507. This data indicates that the level is not significant.

There is data that suggests there are important variances between males and females in relations of EI. According to this study, at hand is not a substantial EI gap between males and females employees. A T-test utilizing an independent sample existed used to associate the means of two independent groups in direction to define if there is statistical importance for EI or not. Levene's test was used to evaluate the independent sample t-assumptions test of equal variance between the groups. Equal variances are presumable, the analysis of the data showed. For $682 > .05$, P value Sig (2-tailed) = 0.66. This finding suggests that there less than $P = 0.05$. However, the Value of $F = .168$, the estimated value was observed and, reported in this data analysis to be less than a designated significant level. The means are not considerably different, according to research.

F value of 2.850 and a significance level of .059 were obtained by the ANOVA test. Means Welch's robust tests of equality had a df_2 of 18.112, a significant value of 173, and Brown-Forsythe's had a df_2 of 20.258, a significant level of .135, respectively. All of this implies that there is not a considerable variance in EI depending on an employee's marital status. According to the findings, there may not be a noticeable difference.

THE DISCUSSION AND RESULT

The key aim of this research is to study the effect of demographic factors on EI in the selected organization in Kathmandu valley. This study's descriptive, regression analysis, ANOVA, and t-test methods were utilized to measure an objective. Social media engagement, work experience, marital status, and EI training, have all been found to be significant in this study, according to the regression analysis model summary. The current study evidence found that; the following hypotheses are accepted in this study: marital status (H1.3), work experience (H1.4), SM engagement (H1.6), and EI training (H1.7). The use of social media has become routine, and rewards. As soon as we open our eyes, we immediately receive updates on our smartphones (Chandel, 2018) However, it is also becoming more common in the workplace for office stuff, including communication, coordination, and others (Lee & Lee, 2020). Social media, however, has both positive (Zhao, Guo, Shang & Wang, 2021) and negative impacts, including problems caused by excessive and ineffective use, as well as a decline in well-being and productivity at work (Shakki, Nia & Bai, 2019). In this regard, Daniel Goleman has popularized EI skill in relation to common emotions. These are crucial abilities that people can use to improve their personal and professional development. Earlier studies have revealed an important between EI and SME at work (Abdelkader & Elnakeeb, 2017; Khan, Nauman Khan & Ullah Khan, 2020). Nevertheless, the existing study showed that SME significantly affected EI. Because social media gives people the chance to maintain their well-being and performance. As a result, social media is becoming rooted in our life, just like basic necessities like oxygen, water, and shelter.

The level of EI is determined in part by the marital situation (Madahi, Javidi & Samadzadeh, 2013). However, the results of the current study revealed that EI is impacted by marital status whereas, Coefficient Beta value have shown of marital status, was .034. Employee marital status may be a key element in demonstrating strong EI at work. Married individual can improve the sense of social support, and positive feeling, as well as psychological well-being, which can lead to increase happiness (Khodarahimi, 2015).

According to Daniel Goleman's study on EI, EI does not emerge exclusively in infancy or have a hereditary basis. It may be learned and improved, much like IQ. However, work experience is used to give opportunities for learning from various scenarios, allowing employees to develop understanding to some extent, capacity for self-

management, and understanding of others, as well as the ability to build relationships, develop communication skills, and give feedback. Previous research has revealed a significant association between EI and work experience (Shipley, Jackson & Segrest, 2010; Uniyal & Uniyal, 2020). Results of the current study regarding years of work experience and EI, however, were determined to be significant (expected coefficient, Beta value = .153).

However, According to the One-way ANOVA test, and T-test, In terms of age (H2), gender (H3), marital status (H4), work experience (H5), education (H6), and SM engagement (H7), this value is also not statistically significant at the 0.05 level. Neither its significance within nor between groups has been demonstrated. Numerous studies have discovered significant differences in socio-demographic factors such as age, gender, and qualification. Age, gender, and education have not, however, been shown to be socio-demographic characteristics that are significant in this study. Additionally, many research has revealed no connection between EI and age (et al., 2019), gender (Fili, 2016), or educational level (Kashani, Azimi & Vaziri, 2012). Despite the idea that socioeconomic circumstances influence EI skills

Soft skills like EQ can be learned and developed via the use of different intervention programs such as strong relationships, emotional control, taking responsibility, time management, increased self-discipline, and self-care, as well as the ability to work through challenges and gain an understanding of others, is all abilities of key employees. However, it is not yet widely utilized or well-liked in developing nations. It does, however, require a really progressive effect. Although fact has been much research on the subject, the findings show a robust correlation between EI intervention programs (EI training) and EI (Cantero, Bañuls & Viguer, 2020; Gilar-Corbi, Pozo-Rico, Pertegal-Felices & Sanchez, 2018). The current analysis did discover a coefficient Beta value of 0.096, though. It has demonstrated a strong significant impact. Researchers advise integrating EI into management sciences to boost workplace productivity and peace.

Suggestion

EI Training, marital status, social media use, and work experience were creating in the present study to be factors that increase useful EI. Organizations can leverage a range of SME techniques, work experience employees, and intervention tools to foster tranquil, effective, and profitable workplaces. Despite the fact that age, gender, and education are all essential aspects of EI, they were not substantially connected in this study. Researchers recommended that to ascertain its importance in this regard, future researchers conduct a complete investigation. Only 21.9% of the participants in the survey discovered a chance to acquire EI training. In direction to compact with and diffuse difficulties and promote a positive, power, and pride workplace, soft skill like (EI) development is essential and relevant in today's workplace. Additional studies on particular sectors, such as healthcare, tourism, banking, security, hospitality, and others, can be included. However, the current study concentrates on quantitative research design, with practical sampling methodologies and included all kinds of organizations. To acquire a deeper understanding, it is also advised to look at various demographic factors, such as occupations, income levels, family size, health condition, and so forth. This time, the research team had minimal restrictions, so they focused on Kathmandu and used a quantitative study approach. Future research should be done in other areas of Nepal, though. Other demographic factors are the primary determinants of organizational success, motivation, and taking responsibility at work. Some factors in this study, including SM engagement, marital status, training, and work experience, have suggested favorable working interactions. In this sense, EI is an ability that can be learned.

Researchers suggested that companies create a culture where EI can be learned and fostered in this regards.

Limitedness

The study does have some constraints. First, it was done online with the aid of LinkedIn, WhatsApp, and email. Due to this, a lot of managers disallowed in-person meetings and the survey. Researchers run into numerous issues during this process. Researchers advise carrying out cross-sectional research in various groups and at various times.

CONCLUSION

One of the top soft skills EI privileges both personal and professional life, such as awareness (Self-Social), and management (Self- social). The establishments of an employee's EI skills are their ability to recognize, regulated, and reward the change at work. In this study, a few demographic factors, including work experience, social media engagement, EI training, and marital status, have been indicated as predictors for and significant indicators of the amount of EI that is maintained, sustained, and retained. Numerous studies have investigated the effects of demographic factors on a person's EI, but few have looked at the factors influencing the EI of HR managers. Researchers, therefore, sought to investigate the relationship between sociodemographic traits and employees' (EI). The findings revealed a significant relationship between EI and SME, work experience, EI education, and marital status. Even though (EI) is a skill that can be learned, experts advise companies to create an EI-friendly culture.

AUTHOR CONTRIBUTION STATEMENT

All authors have contributed equally.

THANKS OR SUPPORTS STATEMENT

Thank you to the YHSA (IRC) and the survey participants for their support, cooperation, and willingness to participate in the survey.

CONFLICT OF INTEREST STATEMENT

There is no conflict of interest with any institution or person within the scope of the study.

REFERENCES

- Abdelkader, W., & Elnakeeb, M. (2017). The Relationship between The Use of Media and EI among Youth Nursing Students. *IOSR Journal of Nursing and Health Science*, 6 (5), 63-77.
- Adeyemo, D. A. (2008). Demographic characteristics and emotional intelligence among workers in some selected organisations in Oyo State, Nigeria. *Vision*, 12(1), 43-48.
- Agarwal, D. S., & Singh, D. U. (2020). An Association between EI and Performance of Workforce. *International Journal of Recent Technology and Engineering (IJRTE)*, 9 (2), 285-291.
- Bibi, F., Chaudhry, A. G., & Awan, E. A. (2015). Influence of Marital Status on EI. *Pakistan Association of Anthropology, Islamabad. Pakistan Special Issue Sci. Int. (Lahore)*, 27 (4), 3793-3795.
- Cantero, M. J., Bañuls, R., & Viquer, P. (2020). Effectiveness of an EI intervention and its impact on academic performance in Spanish pre-adolescent elementary students: Results from the edit program. *International Journal of Environmental Research and Public Health*, 17 (20), 1-13.
- Chandel, P. K. (2018). The Impact of the Time Spent on Social Networks on EI in Adolescents. *Jetir*, 5 (9).
- Clarke, N. (2006). EI Training: A Case of Caveat Emptor. *Human Resource Development Review*, 5 (4), 422-441.
- Cobb, C. D., & Mayer, J. D. (2000). EI. *Educational Leadership*, 58 (3), 14-18.

- Dhani, P., Sehwat, A., & Sharma, T. (2016). Relationship between EI and Job Performance: A Study in Indian Context. *Indian Journal of Science and Technology*, 9 (47).
- Dolev, N., & Leshem, S. (2016). Teachers' EI: The impact of training. *International Journal of Emotional Education*, 8 (1), 75-94.
- Fariselli, L., Ghini, M., & Freedman, J. (2008). *Age and EI*. White Paper: Research on EI, 1-10.
- Ferdi, B., & Frikkie, B. (2013). The relationship between marital status and life satisfaction among South African adults. *Acta Academic*, 45 (2), 150-178.
- Fili, E. (2016). Gender and Age Differences on EI Scales of Children 10-12 Years Old: Parents' Report. *European Journal of Research in Social Sciences*, 4 (1), 21-26.
- Gallup (2020). EE and Performance : Latest Insights From the World's Largest Study. Gallup, Inc, 1-8.
- Gallup Global Emotions (2022). https://img.lalr.co/cms/2022/06/29185719/2022-Gallup-Global-Emotions-Report-2022_compressed.pdf
- Gilar-Corbi, R., Pozo-Rico, T., Pertegal-Felices, M. L., & Sanchez, B. (2018). EI training intervention among trainee teachers: a quasi-experimental study. *Psicologia: Reflexao e Critica*, 31 (1), 1-13.
- Gujjar, A. A., Naoreen, B., Aslam, S., & Khattak, Z. I. (2010). Comparison of the EI of the university students of the Punjab province. *Procedia - Social and Behavioral Sciences*, 2 (2), 847-853.
- Iqbal, J., Qureshi, N., Ashraf, M. A., Rasool, S. F., & Asghar, M. Z. (2021). The effect of EI and academic social networking sites on academic performance during the COVID-19 pandemic. *Psychology Research and Behavior Management*, 14, 905-920.
- Kashani, F. L., Azimi, A. L., & Vaziri, S. (2012). Relationship between EI and Educational Achievement. *Procedia - Social and Behavioral Sciences*, 69 (Icepssy), 1270-1275.
- Khan, A., Nauman Khan, M., & Ullah Khan, A. (2020). Amna Khan undersanding the relationship of social media use comparison, life satisfaction and EI among young adults understanding the relationship of social media use with social comparison, life satisfaction and EI among youth adults. *Ilkogretim Online*, 19 (3), 2964-2974.
- Khodarahimi, S. (2015). The role of marital status in EI, happiness, optimism and hope. *Journal of Comparative Family Studies*, 46 (3), 351-371.
- Lee, S. Y., & Lee, S. W. (2020). Social media use and job performance in the workplace: The effects of Facebook and KakaoTalk use on job performance in South Korea. *Sustainability (Switzerland)*, 12 (10).
- Llego, J. H., Abdelhafiz, I., Alshammari, M. H., & Al-Shaqri, S. (2019). Demographic profile and emotional intelligence of applied health sciences teaching staff: A correlation study. *International Journal of Advanced and Applied Sciences*, 6 (10), 38-42.
- Mayer, J., Salovey, P., & Caruso, D. (2002). The Mayer-Salovey-Caruso EI Test (MSCEIT). *Multi Health Systems*, 2006-2007.
- Meshkat, M., & Nejati, R. (2017). Does EI Depend on Gender? A Study on Undergraduate English Majors of Three Iranian Universities. *SAGE Open*, 7 (3), 1-8.
- Mokhlesi, V., & Patil, C. B. (2018). A Study of Gender Differences in EI and Learning Behavior among Children. *The International Journal of Indian Psychology*, 6 (4), 55-61.
- Music, G. (2018). Trauma and Treading Carefully: Walking Delicate Tightropes Between Safeness and Emotional Challenge. *Journal of Infant, Child, and Adolescent Psychotherapy*, 17 (3), 135-144.
- Nam, T., & Kabutey, R. (2021). How does social media use influence the relationship between emotional labor and burnout the case of public employees in Ghana. *Journal of Global Information Management*, 29 (4), 32-52.
- Oztimurlenk, S. (2020). Demographic factors affecting EI levels: A study on human resources managers in Turkey. *Journal of Global Business and Technology*, 16 (1), 80-90.
- Pooja, P., & Kumar, P. (2016). Demographic variables and its effect on EI: A study on Indian service sector employees. *Annals of Neurosciences*, 23 (1), 18-24.
- Shakki, F., Nia, A. E., & Bai, N. (2019). Negative consequences of using social networks at the workplace from the point of view of the sports and youth department's staff. *Annals of Applied Sport Science*, 7 (3).

- Sharma, D. (2017). Impact of age on emotional intelligence and its components. *International Journal of Research and Innovation in Social Science*, 1 (1), 13-20.
- Shiple, N., Jackson, M., & Segrest, S. (2010). The effects of EI, age, work experience, and academic performance. *Research in Higher Education Journal*, (February), 1-18.
- Suleman, Q., Syed, M. A., Mahmood, Z., & Hussain, I. (2020). Correlating EI with Job Satisfaction: Evidence from a Cross-Sectional Study among Secondary School Heads in Khyber Pakhtunkhwa, Pakistan. *Frontiers in Psychology*, 11 (March), 1-14.
- Uniyal, S., & Uniyal, A. (2020). Impact of Work Experience on EI At Workplace. *International Journal of Advanced Research*, 8 (1), 668-674.
- Wu, C. S., & Fang, C. L. (2002). A taxonomic study of the genus *Mimopydna* Matsumura, 1924 in China (Lepidoptera: Notodontidae). *Acta Entomologica Sinica*, 45 (6), 812-814.
- Zhao, J., Guo, T., Shang, S., & Wang, M. (2021). Work along both lines: The positive impact of work-based social media use on job performance. *International Journal of Environmental Research and Public Health*, 18 (21).