International Journal of Research Publication and Reviews

The Effect of Age on Emotional Intelligence Among Middle Level Managers in the Ghanaian Insurance Industry

Della S. Agbelie[1], Umar Lawal Aliyu[2]

SMC University, Switzerland

ABSTRACT:

Emotional intelligence has been identified as one of the critical ingredients for organizational change and success. This study sought to ascertain the emotional intelligence profile of middle level managers who are responsible for change and policy implementation in the Ghanaian insurance industry. The effect of ageon the emotional intelligence of these middle level managers was also ascertained. The study was a quantitative one that engaged 260 respondents from general, life and micro finance insurance companies in Ghana.Boston EI questionnaire was used to collect data. The obtained data was analyzed using correlational and descriptive statistical analysis. SPSSwas employed for this statistical analysis. The study found that, middle level managers of the insurance companies have high total EI scores. The study also found that middle level managers do not differ in EI levels based on age. Therefore, concluded that age is not a significant factor toeffect EI levels.

Key words: Age, Emotional Intelligence, Human Resource Allocation,Manpower, Middle Level Managers, Organization

1. INTRODUCTION

1.1 BACKGROUND

According to Landry (2019), emotional intelligence (EI) is an important concept concerning non-cognitive abilities, skills, aptitudes and proficiencies that a manager must possess and which helps managers to control, adjust and manage their own emotional responses and other's emotional reactions to circumstances and pressures. Daniel Goleman made the concept popular in the 1990's and thereafter, together with other researchers like Tripathy, (2018) and Landry (2019), suggested that technical expertise is essential only as entry level competencies and requirements for management positions and that once in that position, it is EI that makes the difference.Dartey-Baah and Mekpor (2017), also posits that managers must not ignore emotions but rather be keen to harness them to their advantage and in achieving business success. Studies by Baloch, et al. (2018), Bandi and Chauhan (2019) and nursinganswers.net (2020) have also indicated that outstanding performance among organizations, employees and managers was due to the influence of EI. Researches by Mulenga (2019), Madhuri (2019) and Duggal (2021) did not only capture the significance of EI in management, but also specified that EI varied with age, gender and working experience.

A careful review of the annual reports of the National Insurance Commission (NIC) over the last four years (NIC Annual Report; 2017, 2018, 2019, & 2020) revealed that EI has not been taken into consideration as one of the critical factors to help attain the success of theGhanaian insurance industry's reforms. Taking into consideration how critical EI is to the success of businesses and its applicability to business reforms as indicated by researches like Issah (2018), Cherry(2020) and Whitner (2020), the importance of EI in this regard cannot be overemphasized. Ascertaining the EI profiles (also a critical factor for efficiency) of middle level managers who according to Rezvani (2017) are generally and largely responsible for driving industry business agenda and industry reforms to make the industry viable has also been overlooked. As stated by researches by Serrat (2017), Issah (2018), Prezerakos (2018), Whitner (2020) and Cherry (2020) EI has made significant contribution toward business successes and not considering the EI levels of these middle managers could pose implications for the achievement of the reforms of the industry and in the long term affect the achievement of the GDP target for the insurance industry. Again, since EI is critical to human resource and organizational development, not ascertaining the effect of variables like age, on the EI of the middle level managers of the industry could have implications for effective manpower planning, manpower utilization, manpower deployment and business (industry) survival in the long term (Serrat, 2017; TalentSmart, 2019). This study therefore aimed to obtain the EI profile of middle level managers in the Ghanaian insurance industry, to determine the effect of age on EI and EI competencies of respondents and to ascertain if EI and EI competencies levels differed with age.

EI and age are significant for workforce planning, human resource allocation, educators, trainers, mentors, coaches, tutors and counsellors just to mention a few (Sharma, 2017). This has led to its significance for research and fact finding (Marembo&Chinyamurindi, 2018). According to Ebrahimi, et al. (2018) EI can be learned and developed. Serrat (2017), also indicated that the more one ages the more a person develops social and emotional

intelligence. Serrat (2017) indicated that the essential competences that are acquired during childhood are said to be flexible, easy to change and has potential of being improved.

acquired through learning and life experiences. Some empirical studies have established relationship between age and EI (Gautam & Khurana, 2019; Llego, 2017; Serrat, 2017; Sharma, 2017). Gautam and Khurana (2019), Khan and Minbashian (2017) and Llego, (2017) reported positive relationships between EI and age confirming the assertions of Goleman that EI improves with age. There have however, been other studies that did not establish a relationship (Karthikeyan &Lalwani, 2019) or reported an insignificant relationship between age and total EI or EI components (Khan &Minbashian, 2017; Aloiseghe, 2018). Marembo and Chinyamurindi (2018), rather found the younger generation scoring high on EI in a study among ECAs in South Africa, contrary to the general opinion that EI improves with age (Serrat, 2017).

1.2 RESEARCH HYPOTHESIS

- $H1_o$. Levels of EI and its components are high for middle level managers of the Ghanaian insurance industry.

- $H1_a$. Levels of EI and its components are low for middle level managers in the Ghanaian insurance Industry.

- $H2_o$. Levels of EI differ among middle level managers in the Ghanaian insurance industry due to age.

- $H2_a$. Levels of EI do not differ among middle level managers in the Ghanaian insurance industry due to age.

1.3 RESEARCH QUESTIONS

- R1. What are the levels of EI and its components among middle level managers in the Ghanaian insurance industry?

- R2. Do EI levels differ among middle level managers in the Ghanaian insurance industry due to age?

1.4 SCOPE AND LIMITATIONS OF THE STUDY

This study focused onmeasuringthe EI levels among middle level managers in the Ghanaian insurance industry. It also sought to measure the effect age has on the EI levels of these managers. The study therefore employed a quantitative research approach to achieve the purpose of the study.

The study was limited by the Covid-19 pandemic which caused delay in attainment of responses from the participants as they did not attach the urgency required to filling the questionnaire. This delay affected timelines set for completion of the study and the resources budgeted for the study.

2. LITERATURE REVIEW

2.1 INTRODUCTION

Although there are still debates about emotional intelligence as an ability or a trait, recent research by both approaches reached consensus that emotional intelligence increases with age, especially for the components of understanding and regulating emotions (Gardner &Qualter, 2011; Tsaousis&Kazi, 2013).

Daniel Goleman, an American psychologist who helped to popularize emotional intelligence suggest five key elements to it as follows:

- Self-awareness

- Self-regulation

- Motivation

- Empathy

- Social skills

Thus, after studying how intelligence changes over time, scientists have come up with a finding that participants in their late teens have the highest performance but the human brain attains peak processing power, memory and emotional intelligence (emotional well-being) peaks as we enter our 60s.

Concisely, emotional well-being refers to the subjective experience of positive and negative emotions, but some researches have indicated that adults report high levels of emotional well-being, at the level and sometimes even higher than that reported by younger adults.

2.2 THEORETICAL FRAMEWORK

Based on the concepts and theories propounded on EI, there has been various research by scholars interested in the subject area of EI.There has been a plethora of work relating EI to many variables including but not limited to age, gender, work experience, marriage life, education, academia, performance, customer service, organizational effectiveness, leadership, (Dartey-Baah&Mekpor, 2017; Karthikeyan &Lalwani, 2019; Pradhan, et al., 2017). Some studies with regards to EI levels and demographic variables among individuals are Marembo&Chinyamurindi(2018), Gautam & Khurana, (2019), Llego, (2017), and Meshkat&Nejati, (2017). These demographic variables include, however, not restricted to age, educational qualification, gender, job position, work experience, and marital status (Gautam & Khurana, 2019).Literature was reviewed on some empirical research conducted on EI in relation to age.

2.3 EMPIRICAL RESEARCH

Dhillon, et al. (2018) performed a study to investigate the role of emotional intelligence on age and gender.Based on the review of literature, the study proposed two hypotheses being, H1: It is expected that there will be significant difference between adolescences and young adults on Emotional Intelligence and H2: It is expected that there will be significant difference between males and females on Emotional Intelligence.The EI scale by Schutte, et al. was the standardized scales used to collect the information.Two-way analysis of variance was used to test the two hypotheses.The study concluded that age and gender both are very significant and effective variables which have the ability to affect emotional intelligence during a course of life span of a person.

Similarly, using The Schutte Self Report Emotional Intelligence Test (SSEIT),Gautam & Khurana (2019)alsofocused on exploring the impact of demographic variables namely age, gender, education and total working experience on emotional intelligence of middle level managers of selected enterprises of Uttarakhand.Results of the study showed that demographic variables such as age, gender and working experience have a significant impact on the emotional intelligence score of middle level managers.

In North India, a study was conducted by Sharma (2017) to find out the effect of age on three EI components (sensitivity, maturity and competence) among Indians. The purpose of the study was to examine emotional intelligence and the effect of three competencies (sensitivity, maturity and competency) of emotional intelligence among the age groups. One hundred and eighty- six (186) well educated respondents with engineering background aged between 17–60 years staying in North India were involved in the study (Sharma, 2017). The age brackets were 17-23 years, 24-34 years and 35-60 years.The study was exploratory and used a self-report questionnaire to collect data. Regression analysis, ANOVA test, eviews and excel were employed to examine the results. The average for the maturity component improved with age though the pattern fluctuated; reducing from ages between 17-23 and 24-34 and increasing from 24-34 years bracket to 35-60-year group. The study also found that emotion sensitivity was not affected by age.For competency, EI increased for the age brackets of 17-23 and 24-34 respectively and for emotion sensitivity and maturity, EI increased considerably for the 24-34 and 35-60 age groups (Sharma, 2017).Conclusions from the study confirmed the position that overall EI improves based on age (Serrat, 2017; Sharma, 2017).

A study by Gupta and Rajak (2017) in Sagar, sampled One hundred and sixty (160) subjects from Government Girls PG College of Excellence with the aim of exploring the effects of age and educational stream on emotional intelligence between senior and junior students. Data was collected using the emotional intelligence scale by Hyde et.al.The results revealed that senior students were found superior than on Emotional Intelligence junior students.

Another study in Abuja, Nigeria, was carried out to find out the connection of EI with gender and age among technical college students in Federal Capital (Aloiseghe, 2018). The research design was correlational that used Mangal Emotional Intelligence Inventory (MEII) to collect data. The total number of respondents involved in the study was two hundred and ninety-one (291), made up of second year students studying Basic Electricity. Breakdown comprised two hundred and twenty-nine (229) males and sixty-tow (62) females (Aloiseghe, 2018).   Information obtained from respondents was evaluated with Pearson correlation to address the research questions and the hypothesis was tested using t-test. Results confirmed the position of no significant relationship between EI and age for the undergraduates in the Basic Electricity Technical School (Aloiseghe, 2018). The conclusion was that this could probably be due to the fact that there was not much variance in the age range of respondents who were mainly youth (Aloiseghe, 2018).

In South Africa a study was carried out among early academics (ECAs) in a higher education institute.The purpose was to investigate if there was influence on emotional intelligence taking the demographic profile (including age) of respondents into consideration. The quantitative study was carried out at a campus in Eastern Cape Province in rural South Africa. It involved doctoral students, postdoctoral fellows, research assistants, time-on-task lectures, and researchers who were in their eight years of first academic appointment or research (Marembo&Chinyamurindi, 2018). In all two hundred and twenty (220) participants were involved in the study.The age brackets considered were 20- 30 years, 31-40 years, 41-50 years and above 50 years.Data was collected online by SurveyMonkey through the Schutte EI scale and analyzed using the 22nd version of the statistical package for social sciences. The demographic variables were summarized using the frequency distribution tables and ANOVA, chi-square test and regression analysis were conducted to examine the research hypothesis. Contrary to the general notion, findings from the study revealed that the young respondents had EI high marks than the adult respondents (Marembo&Chinyamurindi, 2018). This is at variance to the notion that as individuals advance in age, they acquire experience and become more matured in dealing with situations that younger people deal with (Sharma, 2017). Marembo and Chinyamurindi (2018) concluded that age did on have any effect on the EI of respondents. They also indicated that there are implications for EI in a varied labor force or personnel (Marembo&Chinyamurindi, 2018).

3. METHODOLOGY

3.1 PARTICIPANTS, PROCEEDURE AND STATISTICALAPPROACH

The design of the study was a quantitative survey aimed at addressing the research questions and hypotheses. The study can be described as descriptive and exploratory (Pratap, 2018) which sought to find out the levels of EI among middle level managers in the Ghanaian insurance sector and ascertain if differences in their EI levels could be linked to age. (Madhuri, 2019; Mulenga, 2019; Duggal, 2021).Twenty-six (26) insurance companies registered with the NIC and in good standing with the commission were chosen through random sampling for the study. Purposive samplingwas applied for sampling the target audience for the research being middle level managers working in the Ghanaian insurance sector. Total sample size included in the study was two hundred and sixty (260) middle level managers made up of branch managers, heads of departments, division and unit heads and supervisory level leaders.

The research instrument used to collect primary data from these respondents was theBoston EI questionnaire. This medium was chosen because according to Issah (2018) and Braekman, et al. (2018) it was deemed to be one of the convenient, efficient and expedient method for obtaining and measuring self-reported data. The instrument was pre-tested to ascertain validity and reliability among the target sample. The questionnaire was structured in two sections: a section that captured the demographics of the respondents and another section aimed to measure the EI of respondents. Statistical analysis was done using the Statistical Package for Social Sciences (SPSS) computer program. Data obtained was quantified to ascertain the EI levels among the middle level managers in the Ghanaian insurance sector taking into consideration their ages. Pearson correlation was used to gauge the trend and significance of the connections between the dependent and independent variables with the level of significance set at 0.05.Multivariate analysis of variance was used to analyze various components of EI based on age. Additionally, 3-way analysis of variance (3-way ANOVA) was also used to ascertain if levels in EI were different taking into consideration the ages of the participants.

3.2 MEASURES

The instrument had thirty-two (32) questions out of which seven (7) sought to find out the demographic background of respondents, and twenty-five (25) sought to measure the EI levels of respondents. There were five (5) statements each to measure respondent's EI levels based on the five (5) competencies of EI as indicated by Cherry, (2018); self-awareness, self-management, motivation, social skills and empathy. The Boston EI questionnaire had labels suited to obtain responses on each of the five (5) EI competencies. Some of the labels were; always, sometimes, never, rarely, neutral, quickly, quiet quickly, usually, easily and quiet easily, straight away, hardly ever, to some extent, willingly, quiet willingly, a great extent, and can be persuaded among others. The EI score of participants were determined by adding the scores of answers under all the variables of measure. The scoring key ranged from one (1) representing a weak EI score to five (5) representing a high EI score.

4. RESULTS

4.1 DESCRIPTION OF STUDY SAMPLE

The study involved two hundred and sixty (260) participants from twenty-six (26) insurance companies. The demographic characteristics for the study were gender, age, educational level, working experience, current position and the number of years at current position. Out of the 260 participants, 154 (59.2%) were males and 106 (40.8%) were females.Twenty-one (21) of the participants were between the ages of 25-30 years, eighty-five (85) were between the ages of 31-35 years, forty- eight (48) were between the ages of 36-40 years, forty- eight (48) were between the ages of 41-45 years, forty-six (46) of the participants were also between the ages of 46-50 years, and twelve (12) of them were above 50 years. The educational level of the participants was ascertained. Of the two hundred and sixty (260) participants, 22.7% had a first degree, 33.1% had a first degree with masters, 13.5% had a degree with professional qualification and 30.7% had a degree with masters and professional qualification. In response to the current positions held by the participants, 25% were branch managers, 30% were heads of department, 22% were unit heads and 23% held other positions that were not indicated. Participants also reported on their working experience of which 91 (35%) had 6-10 years working experience, 81 (31.2%) had 11-15 years of working experience, 63 (24.2%) had 16 years and above working experience, and 25 (9.6%) of them had 1-5 years working experience.The number of years the middle level managers have held their current positions was also reported. Out of the two hundred and sixty (260) participants, 210 (80.8%) had occupied their current position for 1 to 5 years, 41 (15.8%) had occupied it for 6 to 10 years and 9 (3.4%) had occupied the same position for 11 to 15 years.

Table 1: Demographic Information of Participants Gender

Variables	N(%)of participants
Gender	
Male	154(59.2%)
Female	106(40.8%)
Age Distribution	
25 -30	21(8.1%)
31-35	85(32.7%)
36 – 40	48(18.5%)
41- 45	48(18.5%)
46 – 50	46(17.6%)
50 and above	12(4.6%)
Educational Level	
Degree	59(22.7%)
Degree with Masters	86(33.1%)
Degree with Professional	35(13.5%)
Degree with Masters and Professional	80(30.7%)

Number of Working Years	
1 to 5	25 (9.6%)
6 to 10	91 (35%)
11 to 15	81 (31.2%)
16 and above	63 (24.2%)

Position	
Branch Manager	66 (25%)
Head of Department	77 (30%)
Unit Head	57 (22%)
Others	60 (23%)

Years at Current Position	
1 to 5	210 (80.8%)
6 to 10	41 (15.8%)
11 to 15	9 (3.4%)

4.2   *DETAILED ANALYSIS AND PRESENTATION*

A Pearson correlation analysis was conducted between age and EI score. Age was considered as the independent variables and the E.I score as the dependent variable. The Pearson correlation coefficient for age and E.I score was 0.025, indicative of a weak linear relationship between the two variables. This positive relationship between age and E.I score showed that as the age of the participants increased, their E.I score also increased.

Table 2: Pearson Correlation Analysis

	Age
E.I Score	0.025

The following represents the results considering the various research questions and hypothesis. A three-way ANOVA and MANOVA analysis were performed. The first research question, (R1) was: what are the levels of EI and its components among middle level managers in the Ghanaian insurance industry? Considering the results obtained, it was found that the mean EI score for middle level managers of the insurance companies was 106.19, which is considered as a high EI score. The minimum score was 80, which was still considered a high EI score. For each of the components of EI, thus self-awareness, self-regulation, motivation, social skills and empathy, the scores recorded were considered high. Based on these results, the research question was answered and confirmed that levels of EI and EI components are high for middle level managers working in the Ghanaian insurance industry.

Table 3: Summary result of first research question

Variable	Mean	Maximum	Minimum
E.I Score	106.19	125.00	80.00
Self-awareness	21.19	25.00	12.00
Self-regulations	18.28	25.00	8.00
Motivation	21.62	25.00	13.00
Social skills	22.93	25.00	17.00
Empathy	22.17	25.00	15.00

The second research question (R2) was: do EI levels differ among middle level managers in the Ghanaian insurance industry due to age? The results showed that EI levels do not differ among Middle level managers based on age as the p-value, 0.018 recorded is less than the significant level of 5%. The results however, showed that as age increased, middle level managers differed in the EI components self-awareness and self-regulation but did not differ in motivation, social skills and empathy

Table 4: Summary results of second research question

Variable	Age						P-value
	25-30	**31-35**	**36-40**	**41-45**	**46-50**	**Above 50**	

E.I Score	107.6	105.2	106.2	107.4	105.3	107.8	0.018
Self-awareness	21.7	21.2	20.8	22.2	20.2	21.8	0.000
Self-regulation	17.9	18.0	18.9	18.7	18.2	17.8	0.008
Motivation	21.6	21.2	22.6	21.9	20.8	22.8	0.141
Social skills	23.6	22.7	22.4	23.4	23.0	23.3	0.305
Empathy	22.9	22.1	21.6	21.7	22.2	22.0	0.072

4.2.1   HYPOTHESIS TESTING

Table 5: Summary of Research Hypothesis

Variables	Hypothesis	Mean Square	T score	F Score	P-Value	Decision on H_o
EI Score	1		-.221		.825	Not rejected
EI Score – Age	2	172.677		2.782	.018	Rejected

Hypothesis One

H1$_o$: levels of EI and its components are high for middle level managers of the Ghanaian insurance industry.

Considering the first null hypothesis (H1$_o$) which was, levels of EI and its components are high for middle level managers of the Ghanaian insurance industry it was found that the mean EI score for middle level managers of the insurance companies was 106.19, which is considered as a high EI score. Since a high EI score was recorded, the null hypothesis was not rejected and therefore conclude that levels of EI and its components are high for middle level managers.

Hypothesis Two

H2$_o$: levels of EI differ among middle level managers in the Ghanaian insurance industry due to age.

The results presented above showed that EI levels recorded a p-value of 0.018, which was less than the significant level of 5%. Therefore, the null hypothesis (H2$_o$) which stated that the levels of EI differ among middle level managers in the Ghanaian insurance industry due to age was rejected. It was therefore concluded that the levels of EI do not differ among middle level managers on the basis of age.

4.3 DISCUSSIONS ON FINDINGS

The study first focused on determining the EI and EI competencies levels of middle level managers in insurance companies in Ghana. The results of the study showed that middle level managers have high EI levels with a mean score being 106. This answered the research question of 'What is the level of EI of middle level managers of insurance companies in Ghana?'. The study results also found that middle level managers are competent in all competencies of EI which are self-awareness, self-management, motivation, social skills and empathy with each category scoring higher than seventeen (17). This confirmed the null hypotheses that 'EI and EI competency levels are high for middle level managers in the Ghanaian insurance industry'. The results also implied that middle managers have the capability of accurately and reliably use emotions and its associated facts to reason and enrich assumptions as indicated by Mayer and Salovey model (Faltas, 2017). This model indicates that, at a more advanced stage in EI one will have the ability to cope with emotions effectively. The model also predicts that individuals with high levels of emotional intelligence are less likely to act defensively; are able to perceive emotional issues effectively; choose healthy role models for emotional health; are able to express their feelings openly, and have knowledge in specific areas such as social problem-solving, moral or spiritual feelings, and leadership. By recording high EI scores, it is implied that middle level managers have ability to handle emotions effectively.

The study results found that EI level of the middle level managers did not differ on the bases of age. This answered the research question, 'Does EI levels differ among middle level managers in the Ghanaian insurance industry due to age?' The null hypothesis that, 'levels of EI differed among middle level managers in the Ghanaian insurance industry due to age' was rejected. The results also found that, middle level managers had their self-awareness and self-regulation levels differing as age increased. This finding is contrary to the Mayer and Salovey model, which indicated that EI competencies ensue in a continuum. The model posited that an individual move through different stages of life in age spans and each stage exhibits a characteristic, which comes in through learning and experience. According to Mayor and Salovey, EI in particular when taken as ability exhibit different patterns with age; it begins at a moderately low stage; performing general, fundamental, emotional activities, to more developed and intricate levels like personal management and objectives (Faltas, 2017; O'Connor et al., 2019; MacCann et al., 2020). Some studies have also agreed with the Mayer & Salovey model on the continuum characteristic of EI, for instance Dhillon et al., (2018) who aimed at investigating the role of emotional intelligence on age and gender found that age has the ability to affect emotional intelligence during a course of life span of a person. Similar studies also found an effect of age on EI level (Khan &Minbashian, 2017; Sharma, 2017; Gautam & Khurana, 2019). However, other studies also support the finding of this study. Aloiseghe (2018) found no relationship between age and E.I. The study was focused on determining the relationship between EI

and the gender and age of basic electricity students in technical college in the Federal Capital Territory (FCT), Abuja. The research design for the study was correlational with the study consisting of two hundred and ninety-one (291) national technical college year two (II) students offering basic electricity, comprising two hundred and twenty-nine (229) males and sixty-two (62) females. The study adopted Mangal Emotional Intelligence Inventory (MEII). The analysis performed with t test found that there was no significant relationship between EI and the age of basic electricity students. Karthikeyan and Lalwani (2019) also confirmed that there is no significant difference in EI levels with respect to age which is also similar to the findings of Marembo and Chinyamurindi (2018).

5. CONCLUSION ANDRECOMMENDATION

5.1 CONCLUSION

Based on the findings obtained from the analysis of the study data it was concluded that middle level managers of the insurance industry in Ghana have high EI levels. Again, considering each EI competencies, middle level managers in the Ghanaian insurance industry have high EI score for self-awareness, self-regulation, motivation, social skills, and empathy.It is also concluded that middle level managers in the Ghanaian insurance industry do not differ in EI levels based on age.

Based on the findings and analysis of the study, it is recommended that though middle level managers in the Ghanaian insurance industry were found to have high EI score, efforts should be made to continuously improve upon their EI levels. Taking into consideration the importance of EI to the achievement of organizational objectives and success and individual efficiency, it is recommended that regular trainings and workshops should be organized to engage the managers and also build up their EI level. These trainings and capacity building activities will equip them to be efficient and effective in the position and handle their job demands to impact the company positively.

Furthermore, since middle level managers do not differ in EI levels based on their ages, each individual should be given opportunity in the industry to contribute their quota to the advancement of the industry irrespective of one's age.

5.2 RECOMMENDATION

The present study focused on only middle level managers in the Ghanaian insurance industry. Further studies on other levels of management are recommended. The study also focused on the insurance industry and future studies in other companies and industries in the Ghanaian economy is recommended. Again, future studies in other countries in Africa and across the globe could be considered.

Future studies could also be considered with expanded sample size in the Ghanaian insurance industry to compare current results to future results to determine if any significant difference would be found in both results. Future studies are also recommended on finding out the effect of EI with other independent variables like position, span of control and educational levels.

Finally, studies on each of the competencies of EI; self-awareness, self-regulation, motivation, social skills, and empathy in association with the independent variables of the study could be considered. Concisely, studies on the individual competencies in other industries aside the Ghanaian insurance industry can be considered.

References

1. Aloisegbe, O. J. (2018). Relationship between emotional intelligence and the gender and age of basic electricity students in technical college in the Federal Capital Territory (FCT), Abuja. *International journal of vocational education and training research. 4*(1), 1- https://doi.org/10.11648/j.ijvetr.20180401.11

2. Baloch, B. Q., Saleem, M., Zaman, G., &Fida, A. (2018) the impact of emotional intelligence on employee performance. *Journal of managerial sciences, 8*(2) 209-224

3. Bandi, S., & Chauhan, N. (2019). Effect of emotional intelligence in employee performance. *ISBR management journal. 1*(4) 2456 -9062

4. Braekman, E., Berete, F., Charafeddine, R., Demarest, S., Drieskens, S., &Ciste, L., et al. (2018). Measurement agreement of the self-administered questionnaire of the Belgian health interview survey: Paper-and-pencil versus web-based mode. *PLos ONE,13* (5): e0197434 doi:org/10.1371/journal.pone.0197434

5. Cabello, R., Sorrel, M., Fernández-Pinto, I., Extremera, N., & Fernández-Berrocal, P. (2016). Age and gender differences in ability emotional intelligence in adults: A cross-sectional study. *Developmental Psychology*, *52*, 1486–1492. https://doi.org/10.1037/dev0000191Cherry, K. (2018). 5 components of emotional intelligence. Retrieved on May 12, 2019 from www.verywellmind.com/components-of-emotional-intelligence

6. Cherry, K. (2020). What is what is emotional intelligence. Very well mind. *Personality Psychology.*Dartey-Baah, K., &Mekpor, B. (2017). Emotional Intelligence: Does leadership style matter? Employees perception in Ghana's banking sector. *International journal of business*, *22*, 41–54.

7. Dhillon, S. K., Shipley, N., Jackson, M., Segrest, S., Sharma, D., Chapman, B. P., &Hayslip, B. (2018). Emotional Intelligence: A Comparative Study on Age and Gender Differences. *International Journal of Basic and Applied Research*, *8*(9), 670–681. http://www.jid.aabri.com/manuscripts/10535.pdf

8.   Duggal, N. (2021). What is emotional intelligence and its importance. *Simplilearn.* Retrieved on December 29, 2021 from www.simplilearn.com/emotional intelligence-what-why-and-how-article

9.   Ebrahimi, M. R., Khoshsima, H., Zare-Behtash, E., &Heydarnejad, T. (2018). Emotional Intelligence enhancement impacts on developing speaking skill among EFL learners: An empirical study. *International journal of instruction*, *11*(4), 625–640. https://doi.org/10.12973/iji.2018.11439a

10.   Gautam, A., & Khurana, C. (2019). Demographic Variables As Indicators of Emotional Intelligence: a Study of Selected Enterprises of Uttarakhand. *Journal of Management*, *6*(1), 11– 20. https://doi.org/10.34218/jom.6.1.2019.002

11.   Issah, M. (2018). Change leadership: The role of emotional intelligence. *Sage Journal*. 1-6 doi.org/10.1177/2158244018800910

12.   Karthikeyan, V., &Lalwani, S. (2019). Effect of Demographic Variables on Emotional Intelligence Level in Banking Sector. *International Journal of Recent Technology and Engineering*, *8*(3), 2683–2690. https://doi.org/10.35940/ijrte.c4947.098319

13.   Khan, M., &Minbashian, A. (2017). The Effect of Age and Work Experience on Emotional Intelligence: A Meta-Analytic Review. *Academy of Management Proceedings*, *2017*, 15324. https://doi.org/10.5465/AMBPP.2017.15324abstract

14.   Landry, L. (2019). Why emotional intelligent is important in leadership. Harvard Business School.

15.   Llego, J. H. (2017). Demographic Influence on Emotional Intelligence of Science Technology and Engineering Teachers in Region 1 Philippines. *Tojet - The Turkish Online Journal of Educational Technology*, *3*(3), 1075–1083.

16.   Madhuri, T., (2019). Importance of emotional intelligence. Retrieved on November 11, 2021 from www.educba.com/importance-of-emotional-intelligence

17.   Marembo, M., &Chinyamurindi, 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. *SA Journal of Human Resource Management*, *16*, 1–9. https://doi.org/10.4102/sajhrm.v16i0.1051

18.   Mulenga, M. (2019). Impact of age and gender diversity on employee performance in organization. A case study of Zambia compulsory …. Agency. Munich, GRIN Vesrtag. www.grin.com/document/495281 ISBN (ebook) 9783346006110

19.   NIC internal report. (2019)

20.   Prezerakos, P. E. (2018). Emotional effectiveness and effective leadership: a review of current evidence. *The open nursing journal, 12* 86-82. doi:10:2174/1874434601812010086

21.   Pratap, A. (2018). Research design and its types: exploratory, descriptive and causal. Retrieved on May5, 2019 from www.notesmatic.com/.../research-design-analysis-typos-exploratory-descriptive-and-causal

22.   Rezvani, Z. (2017). Who is the middle manager: A literature review.*International journal of family business and management. 1*(2) 1-9.

23.   Sharma, D. (2017). Impact of age on emotional intelligence and its components. *International journal of research and innovation in social sciences, 1*(1), 13-20.

24.   Serrat, O. (2017). *Understanding and Developing Emotional Intelligence BT - Knowledge Solutions: Tools, Methods, and Approaches to Drive Organizational Performance* (O. Serrat (ed.); pp. 329–339). Springer Singapore. https://doi.org/10.1007/978-981-10-0983-9_37

25.   Tripathy, M. (2018). Emotional intelligence: an overview. Lambert academic publishing. ISBN:978-613-9-85995-5

26.   Whitner, S. (2020). The importance of emotional intelligence in business. Forbes Nurse Managers'