

Impact of the Demographic Factors on the Emotional Intelligence Level: A Research Of the Food And Beverage Sector

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ABSTRACT: In many studies, found that EI is directly or indirectly associated with job satisfaction and performance (Kafetsios & Zampetakis, 2008; Wong & Law, 2002), leadership (Scott-Halsell et al., 2008), work attitude (Carmeli, 2003), employees' creativity (Zhou & George, 2003), career achievements (Dulewicz & Higgs, 2000) and lower level of stress (Bar-On et al., 2000; Mikolajczak et al., 2007). Emotional intelligence (EI) is a topic of growing interest among academics and researchers in the field of organizational behaviorist. Although EI was discussed principally within the discipline of psychology until 1990s, it has subsequently been studied intensively in the field of OB and management (e.g. Clarke, 2006; Dulewicz & Higgs, 2005; Gardner & Stough, 2002; George, 2000; Higgs & Aitken, 2003; Leban & Zulauf, 2004; Miller, 1999; Palmer et al., 2001; Rahim et al., 2006; Rahman et al., 2012; Rosete & Ciarrochi, 2005; Singh, 2007). Main purpose of this study is to investigate the role of the demographic factors (both personal and job related) on EI with five sub dimension in food and beverage sector where performance and effectiveness of the employees is very important but not studied a lot, yet. Thus, based on the 64 participants from Mersin (Turkey), the effects of personal attributes (gender, age, education) and job-related attributes (experience, position, company type, company experience level, number of people responsible for) of workers in the food and beverage sector on their emotional intelligence levels (self-motivation, self-awareness, social skills, self-regulations, empathy and overall emotional intelligence) were examined. To assess the emotional intelligence level Emotional Intelligence Questionnaire is used which developed by Goleman's with 35 items in 5 categories. Data were analyzed by SPSS 22 version. As a result it is found that gender is a significant factor on employees' self-awareness levels while education level is significant on employees' social skills and self-regulation levels. Age is not found to be significant for none of the sub emotional intelligence levels at the 95% confidence level for employees. It is found that in the food and beverage sector, female employees have higher levels of self-awareness compared to male employees while employees with a university graduation degree have the highest mean of social skills score while employees with a high school graduation degree have the highest mean of self-regulation score. Employees' position is found a significant factor on their overall emotional intelligence level and company type is found significant on employees' self-motivation levels in detail, the managers of companies have the highest level of mean emotional intelligence scores compared to the rest of the workers. Moreover, it is found that employees who work for restaurants have the highest level of mean self-motivation while those work for fast-food cafeterias have the lowest level of self-motivation mean which is strongly related with the quality of the working place.

Keywords: Intelligence, Emotional Intelligence, Demographic Characteristics, self-motivation, self-regulation, self-awareness, social skills, empathy

I. INTRODUCTION

The term of Emotional Intelligence has become an increasingly popular topic in research and studies domains as well as at companies. After the Goleman's (1995) first publish on the EI topic, emotional intelligence has become as an important topic for the companies, managers, theorist from varying fields.

Despite intensive focus from different disciplines on the topic, no unique definition to EI term exists yet. There are several definitions of emotional intelligence that were derived from current literature. The first published definition of emotional intelligence expressed by Salovey and Mayer (1990). They defined emotional intelligence as the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and behaviors. Goleman (1995), defined EI more broadly, and also include personal variables such as persistence and optimism, the tendency to make decisions based on feelings rather than logic (Tett, Wang, Gribler, & Martinez, 1997) and/or the tendency to expression of one's emotions nonverbally (Tett et al., 1997).

Goleman's essential construct is on competencies that contribute to success in leadership and the workplace while Mayer and Salovey's (1990) concentrate on abilities. Goleman's (1995) model outlines four main emotional intelligence constructs. The first, self-awareness, is the ability to read one's emotions and recognize their impact while using good feelings to guide decisions. Self-management, the second construct, involves controlling one's emotions and impulses and adapting to changing circumstances. The third construct, social awareness, includes the ability to sense, understand, and react to other's emotions while comprehending social networks. Finally, relationship management, the fourth construct, entails the ability to inspire, influence, and develop others while managing conflict.

Despite many approaches from different disciplines about EI terms, it is obviously a unity point that there is a strong and undoubted relation between EI and job results such as commitment, satisfaction, performance, motivation and finally labor effectiveness and efficiency.

So linking EI with performance can provide organizations with an effective alternative for selecting and assessing employees. Supporting EI skills enables employees to regulate their emotions and motivate themselves more effectively. Therefore, in this study, the main purpose is to investigate the role of the demographic factors (both personal and job related) on EI with five sub dimensions in the food and beverage sector where performance and effectiveness of the employees is very important but not studied a lot, yet.

Importance of the Study

Why is EI so important for companies? Different researches suggested that, IQ is not the only factor of employees' success and performance improvement, but also there is another factor called emotional intelligence that results in performance at work.

Indeed, a large number of studies on EI in recent years have proved a strong relation between emotional intelligence score and the positive job result, such as better higher performance, better communication level at job, effective team activities, more effective interactions with colleagues, higher degree in solution of conflicts and lower levels of job stress and anxiety. For instance, Schutte, N., et al. (1998) examined the relationship of ability-based EI facets with performance under stress. They expected high levels of EI would promote challenge appraisals and better performance, whereas they found low EI levels would foster threat appraisals and worse performance. Matthews et al (2002) indicates that this may be changing as there is now some evidence that EI can be measured and that it does improve performance in the work place. Sala, F. (2002). Roberts et al (2001), investigated how salespersons' emotional intelligence affects adaptive selling and positive emotional expression during the process of interaction with customers, and how such adaptive selling and positive emotional expression affects the quality of service perceived by customers. The results show those greater salespersons' emotional intelligence results in better selling statistics and positive emotional expression.

Studies have found that EI is associated with job satisfaction and performance (Kafetsios & Zampetakis, 2008; Wong & Law, 2002), leadership (Scott-Halsell et al., 2008), work attitude (Carmeli, 2003), employees' creativity (Zhou & George, 2003), career achievements (Dulewicz & Higgs, 2000) and resistance to stress (Bar-On et al., 2000; Mikolajczak et al., 2007).

Carmeli (2003), has shown that employees with high EI produce positive work attitudes and altruistic behaviors and they have higher job satisfaction and performance (Wong & Law, 2002). Employees with high EI should be more adept at nurturing more positive interactions between peers that could foster more collaboration (Barsade, 2002), and coordination (Sy et al., 2005). Furthermore, the high EI individual, relative to others, is less apt to engage in problem behaviors, and avoids self-destructive negative behaviors. Dulewicz & Higgs (2000) demonstrates clearly that EI impacts on work success.

Emotional intelligence is conceptually relevant for predicting employees' work performance because organizations require interpersonal interactions to accomplish goals, and because most jobs require the ability to manage emotions. Specifically for service sector, EI has the potential to be a strong predictor of performance of employees in service.

Shahzad et al. (2011), investigated impact of EI on employee's performance among telecom employees in Pakistan. The results revealed that a positive relationship occurs between social awareness and relationship management and employees' performances. Tsai et al. (2011) analyzed the impacts among the emotional intelligence and leadership style, self-efficacy and organizational commitment of employees in the banking industry in Taiwan. They found that a supervisor's emotional intelligence has a significant positive influence on his/her personal leadership style, that a supervisor with high emotional intelligence is able to perform excellent leading skills to elevate the employee self-efficacy, and that employees self-efficacy results in a significant positive influence on organizational commitment.

II. METHODOLOGY

In this study, the main purpose is to investigate the role of the demographic factors (both personal and job related) on EI with five sub dimensions in the food and beverage sector where performance and effectiveness of the employees is very important but not studied a lot, yet. This study is an exploratory, descriptive relational model that investigates the effects of demographic characteristics of staff (gender, age, education level, experience, position, company type, company experience level and number of people they are responsible for) in the food and beverage sector (café, restaurants, fast-foods) on their emotional intelligence levels with sub dimensions such as; self-motivation, self-awareness, social skills, self-regulation, empathy and overall emotional intelligence through Sutarso's questionnaire based on Goleman's instrument.

64 employees from food and beverage sectors were selected conveniently to participate in this research and the data gathered is analyzed by SPSS 22 version. First, the demographic characteristics of participant employees (personal and job-related) are presented descriptively. And then, to decide the appropriate method the normality tests are ran. For the groups higher than 50, Kolmogorov-Smirnov test results; for the groups less than 50 Shapiro-Wilk normality tests results are considered. (Appendix-1). According to normality test results, for the factors, that have two levels and normally distributed, the factor's effects are analyzed through independent sample T-Tests; for those who have two levels and not distributed normally, their effects are analyzed through Mann – Whitney U Tests. For factors which have multi-levels and distributed, their effects on emotional intelligence levels are analyzed through ANOVA; while for those that have multi-levels and not distributed normally, their effects are analyzed by Kruskal Wallis Tests. The differences obtained through ANOVA among the means are further compared through Tukey Post-hoc Tests. If every group has at least expected number of counts 5, (For all of the analysis, the significant level is assumed to be $p < 0.05$).

1. Analysis and Findings

1.1. Some descriptive statistics about study sample

This part presents the personal attributes (gender, age and education level) and job-related attributes (experience level, position, company type, company experience level and number of people they are responsible for) of participants of this study.

In terms of their personal attributes, the majority of the participants are male (64,1%), aged between 15-29 (57,8%) and have a high school education level (40,7%).

Table I: Some descriptive statistics about sample

Demographic Factors		n	%	Cumulative %
Gender	Male	41	64,1	64,1
	Female	23	35,9	100,0
Age	15-29	37	57,8	57,8
	30-39	15	23,4	81,3
	40 and above	12	18,8	100,0
Education Level	Primary/Secondary School	15	23,4	23,4
	High School	26	40,7	64,1
	University	23	35,9	100,0
Job Related Factors		F	%	Cumulative %
Experience	0-3 years	26	40,6	40,6
	4-5 years	14	21,9	62,5
	6-7 years	7	10,9	73,4
	8 years and above	17	26,6	100,0
Position	Waiter/Waitress	27	42,2	42,2
	Chief	10	15,6	57,8
	Manager	15	23,4	81,3
	Other	12	18,8	100,0
Company Type	Café	22	34,4	34,4
	Restaurant	26	40,6	75,0
	Fast-Food	16	25,0	100,0
Company Experience Level	0-3 years	10	15,6	15,6
	4-7 years	27	42,2	57,8
	8-15 years	22	34,4	92,2
	16 years and above	5	7,8	100,0
Number of People Responsible for	0-5	26	40,6	40,6
	6-10	18	28,1	68,8
	11-20	12	18,8	87,5
	21 and above	8	12,5	100,0

1.2. Hypothesis Tests

This part investigates the relationship between personal (gender, age, education level) and job-related (experience, position, company type, company experience level, number of people they are responsible for) attributes of employees that work in the food sector and their emotional intelligence levels (self-motivation, self-awareness, social skills, self-regulation, empathy and overall emotional intelligence) as well as the relationship between their personal and job-related attributes.

According to normality tests results, the effects of employees' gender on their self-motivation, social skills, self-regulation and overall emotional intelligence levels are investigated through independent samples T-Tests; on their self-awareness and empathy levels are investigated through Mann – Whitney U Tests. The effects of employees' age on their self-awareness, self-regulation and overall intelligence levels are investigated through ANOVA, while their self-motivation and social skills and empathy are investigated through Kruskal Wallis Tests. The effects of employees' education level on self-motivation, social skills, self-regulation and overall emotional intelligence levels are investigated through ANOVA, and their self-awareness and empathy levels are investigated through Kruskal Wallis Tests. The significance levels (p-values) obtained through the tests are presented in Table 3.

Table II: Effects of Personal Attributes on Emotional Intelligence Levels: p-values

Demographic Factors	Sig.					
	Self-Motivation	Self-Awareness	Social Skills	Self-Regulation	Empathy	Emotional Intelligence
Gender	0,082 ^a	0,043 ^{b*}	0,637 ^a	0,194 ^a	0,903 ^b	0,655 ^a
Age	0,813 ^d	0,959 ^c	0,724 ^d	0,662 ^c	0,725 ^d	0,480 ^c
Education Level	0,802 ^c	0,162 ^d	0,033 ^{c*}	0,005 ^{c*}	0,424 ^d	0,596 ^c

* p<0.05, significant relationship
a: obtained through independent samples T-Test.
b: obtained through Mann – Whitney U Test.
c: obtained through ANOVA.
d: obtained through Kruskal Wallis Test.

For food and beverage sector; the employees' gender is found to be a significant factor on their self-awareness level while their education level is found to be significant on their social skills and self-regulation levels. Their age is not found to be significant for none of the emotional intelligence levels at the 95% confidence level. The details of significant factors are presented in Table 3-4.

Table III: Effects of Employees' Gender on their Self-Awareness.

Gender	N	\bar{X}	SS
Male	41	22,41	3,30
Female	23	23,91	2,98

When the effects of employees' gender on their self-awareness levels are investigated, it is found that female workers have higher levels of self-awareness compared to male workers (with mean scores of 23,91 and 22,41).

Table IV: Effect of Education Level on their Social Skills and Self-Regulation.

Education Level	N	Social Skills		Self-Regulation	
		\bar{X}	SS	\bar{X}	SS
Primary/Secondary School	15	34,06 ^{a,b}	2,52	25,53 ^a	3,68
High School	26	32,88 ^a	2,65	28,96 ^b	3,58
University	23	34,95 ^b	12,86	26,04 ^a	3,64

a, b: The means of groups that have different letters are significantly different

In terms of education level, employees with a university graduation degree have the highest mean social skills scores while employees with a high school graduation degree have the highest mean self-regulation scores.

1.2. 1 Tests for the Effects of Job-related Attributes on the Emotional Intelligence Levels

According to normality tests results, the effects of employees' experience levels, position, type of company on their self-motivation, self-awareness, social skills, self-regulation and overall emotional intelligence levels are investigated through ANOVA; on their empathy levels are investigated through Kruskal Wallis Tests.

The effects of employees' company experience level on their self-motivation, self-awareness, self-regulation and overall emotional intelligence levels are investigated through ANOVA, on their social skills and empathy levels are investigated through Kruskal Wallis Tests. The effects of employees' number of people they are responsible for on their self-awareness, social skills and overall emotional intelligence levels are investigated through ANOVA, while on their self-motivation, self-regulation and empathy levels are investigated through Kruskal Wallis Tests. The significance levels (p-values) obtained through the tests, presented in Table 5.

Table V: Effects of Job-related Attributes on Emotional Intelligence Levels: p-values

Demographic Factors	Sig.					
	Self-Motivation	Self-Awareness	Social Skills	Self-Regulation	Empathy	Emotional Intelligence
Experience	0,130 ^a	0,401 ^a	0,963 ^a	0,747 ^a	0,681 ^b	0,818 ^a
Position	0,134 ^a	0,154 ^a	0,135 ^a	0,602 ^a	0,141 ^b	0,023 ^{a*}
Company Type	0,025 ^{a*}	0,528 ^a	0,694 ^a	0,665 ^a	0,956 ^b	0,863 ^a
Company Experience Level	0,085 ^a	0,089 ^a	0,782 ^b	0,950 ^a	0,858 ^b	0,480 ^a
# of People Responsible for	0,184 ^b	0,066 ^a	0,175 ^a	0,375 ^b	0,841 ^b	0,067 ^a

* p<0.05, significant relationship
a: obtained through ANOVA.
b: obtained through Kruskal Wallis Test.

For the food sector; the employees' position is found to be a significant factor on their overall emotional intelligence levels; their company type is found to be significant on their self-motivation levels. Their own and company's experience levels and number of people they are responsible for are not found to be significant for none of the emotional intelligence levels at the 95% confidence level. The details of significant factors are presented in Table 6-7.

Table VI: Effects of Employees' Position on their overall Emotional Intelligence.

Position	N	\bar{X}	SS
Waiter	27	136,29	6,44
Chief	10	136,10	6,96
Manager	15	142,33	5,17
Other	12	136,75	6,82

a, b: The means of groups that have different letters are significantly different

When the effects of employees' position on their overall emotional intelligence levels are investigated, it is found that the managers of companies have the highest level of mean emotional intelligence scores compared to the rest of the staff.

Table VII: Effects of Employees' Company Type on their Self-Motivation.

Company Type	N	\bar{X}	SS
Café	22	35,63 ^{a,b}	2,76
Restaurant	26	37,63 ^b	3,32
Fast-Food	16	34,75 ^a	2,11

a, b: The means of groups that have different letters are significantly different

When the effects of employees' company type on their self-motivation levels are investigated, it is found that employees who work on restaurants have the highest level of mean self-motivation (mean score of 37,63) while those that work on fast-food shops have the lowest level of mean self-motivation (mean score of 34,75).

III. RESULT AND DISCUSSION

Emotional intelligence (EI) is a topic of growing interest among academics and researchers in the field of organizational behaviorist. Although it was discussed principally within the discipline of psychology until 1990, it has subsequently been studied intensively in the field of OB and management (e.g. Clarke, 2006; Dulewicz & Higgs, 2005; Gardner & Stough, 2002; George, 2000; Higgs & Aitken, 2003; Leban & Zulauf, 2004; Miller, 1999; Palmer et al., 2001; Rahim et al., 2006; Rahman et al., 2012; Rosete & Ciarrochi, 2005; Singh, 2007). Goleman (1995) made the concept popular between the researchers, practitioners by the remarkable

impact of the publication of best-selling book Emotional Intelligence. However, it was Salovey & Mayer (1990) who first named the term “emotional intelligence” by drawing on research such as Gardner’s (1983) concepts of intrapersonal and interpersonal intelligences, proposition of non-intellective abilities (Wechsler, 1940) and concept of social intelligence (Thorndike, 1920).

Feyerherm & Rice (2002), demonstrated a relationship between EI and customer service teams. According to authors, two of Mayer and Salovey’s factors (“understanding emotions” and “managing emotions”) were positively correlated with some performance result related with the service sector. Shahzad et al (2011), emphasized that emotional intelligence may support to work performance (as reflected in salary, salary increase, and company rank) by leading people to developing positive relationships at job, work effectively in teams, and build social capital and service sector is the doubtfully those especially inevitable for service quality.

In line with many studies, present study results indicate that; the employees’ gender is found to be a significant factor on their self-awareness levels. The relationship between the female sex and emotional competencies are closely in relation since childhood (Feldman Barret, Lane, Sechrest & Schwartz, 2000; Sunew, 2004) due to a socialization that is in closer touch with feelings and nuances. It is found that in the food sector, female employees have higher levels of self-awareness compared to male employees. Despite a numerous number of studies proved there is a significant role of the gender and sex on the EI score ;there are also many of studies emphasized no significant role of the gender on EI level (Aquino, 2003; Bar-On, 1997; Bar-On, Brown, Kirkcaldy & Thome, 2000; Brackett & Mayer, 2003; Brackett, Rivers et al., 2006; Brown & Schutte, 2006; Dawda & Hart, 2000; Depape et al., 2006; Devi & Ra-yulu, 2005; Jinfu & Xicoyan, 2004; Lumley et al., 2003; Palomera, 2005; Schutte et al., 1998; Tiwari & Srivastava, 2004), while in others female turn out to be more skillful at directing and handling emotions. Also in the literature, there are some opposite finding which found men higher score in self-regulation than women (Austin, Evans, Goldwater & Potter, 2005; Bindu & Thomas, 2006; Brackett, Warner & Bosco, 2005; Fernández-Berrocal, Extremera, & Ramos, 2004; Goldenberg, Matheson, & Mantler, 2006; Harrod & Scheer, 2005; Pandey & Tripathi, 2004; Silveri, Tzilos, Pimentel & Yurgelun-Todd, 2004; Van Rooy, Alonso, & Viswesvaran, 2005). This lack of unity may appear as a result of the sample’s socio-demographic characteristics or the kind of instrument used.

Another finding of the study is that employee’s education level is found to be significant on their social skills and self-regulation levels. Employees with a university graduation degree have the highest mean social skills scores while employees with a high school graduation degree have the highest mean self-regulation scores. Education helps to better understand the situation and to cope up with the changing scenario, so it has got the positive relationship with the level of emotional intelligence. Highly educated employees might be able to express their feelings, communicate openly and to understand other better than less educated. Due to food and beverage sector has highly tension working environment, their condition working hours, less educated employees may not be able to behave naturally, communicate open and show their feelings. Finally, this finding is very parallel to existed findings (Rahin and Malik; 2010).

In this present study, age is not found to be significant for none of the emotional intelligence levels at the 95% confidence level opposite to existed literature by Mayer, Caruso, Salovey (2010). Mostly literature sign the relationship between age & experience and EI score. Therefore, mostly in the research an older employee has higher EI scores.

In 1998, Goleman reviewed analyses of studies of about 500 organizations around the world, point to the paramount place of emotional intelligence in excellence on the job in virtually any job. He indicates organizations become leaders and rise to the top position while they have the highest emotional intelligence measure. Another significant finding that he discovered during reviewing these studies is top level employees have more emotional intelligence (EI) than other employees. He found emotional intelligence is important twice as much as analytic and technical skill for those organizations.

In this study, employees’ position is found to be a significant factor on their overall emotional intelligence levels in detail, the managers of companies have the highest level of mean emotional intelligence scores compared to the rest of the staff.

Moreover, company type is found to be significant on their self-motivation levels. Their own and company’s experience levels and number of people they are responsible for are not found to be significant for none of the emotional intelligence levels at the 95% confidence level. Employees who work on restaurants have the highest level of mean self-motivation while those that work on fast-food shops have the lowest level of mean self-motivation which is strongly related with the quality of the working place. One of the limitations of this study is the use of a convenience sample that might limit the generalization power of the findings.

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APPENDIX-1

Normality Tests

Table 8: Normality Tests Results for Personal Attributes: p-values

Demographic Factors		df	Sig.					Empathy	Emotional Intelligence
			Self-Motivation	Self-Awareness	Social Skills	Self-Regulation			
Gender	Male	41	0,149 ^a	0,526 ^a	0,329 ^a	0,085 ^a	0,004 ^{a*}	0,665 ^a	
	Female	23	0,188 ^a	0,038 ^{a*}	0,663 ^a	0,529 ^a	0,073 ^a	0,320 ^a	
Age	15-29	37	0,028 ^{a*}	0,094 ^a	0,860 ^a	0,222 ^a	0,012 ^{a*}	0,843 ^a	
	30-39	15	0,014 ^a	0,915 ^a	0,045 ^{a*}	0,772 ^a	0,001 ^{a*}	0,055 ^a	
	40 and above	12	0,104 ^{a*}	0,362 ^a	0,751 ^a	0,536 ^a	0,004 ^{a*}	0,345 ^a	
Education Level	Primary/Secondary School	15	0,057 ^a	0,009 ^{a*}	0,434 ^a	0,104 ^a	0,126 ^a	0,973 ^a	
	High	26	0,809 ^a	0,170 ^a	0,222 ^a	0,483 ^a	0,067 ^a	0,563 ^a	
	University	23	0,056 ^a	0,371 ^a	0,557 ^a	0,227 ^a	0,008 ^{a*}	0,814 ^a	

* p<0.05, not normally distributed

a: obtained through Shapiro-Wilk test.

Table 9: Normality Tests Results for Job-related Attributes: p-values

Demographic Factors		df	Sig.					Empathy	Emotional Intelligence
			Self-Motivation	Self-Awareness	Social Skills	Self-Regulation			
Experience Level	0-3 years	26	0,537 ^a	0,329 ^a	0,812 ^a	0,217 ^a	0,022 ^{a*}	0,925 ^a	
	4-5 years	14	0,147 ^a	0,347 ^a	0,738 ^a	0,937 ^a	0,037 ^a	0,657 ^a	
	6-7 years	7	0,393 ^a	0,292 ^a	0,568 ^a	0,317 ^a	0,086 ^a	0,533 ^a	
	8 + years	17	0,172 ^a	0,792 ^a	0,501 ^a	0,698 ^a	0,103 ^a	0,448 ^a	
Position	Waiter	27	0,118 ^{a*}	0,165 ^a	0,907 ^a	0,593 ^a	0,067 ^a	0,871 ^a	
	Chief	10	0,057 ^a	0,398 ^a	0,123 ^a	0,589 ^a	0,038 ^{a*}	0,017 ^{a*}	
	Manager	15	0,118 ^a	0,461 ^a	0,641 ^a	0,440 ^a	0,036 ^{a*}	0,487 ^a	
	Other	12	0,598 ^a	0,480 ^a	0,954 ^a	0,053 ^a	0,068 ^a	0,727 ^a	
Company Type	Cafe	22	0,394 ^a	0,541 ^a	0,518 ^a	0,428 ^a	0,157 ^a	0,437 ^a	
	Restaurant	26	0,093 ^a	0,143 ^a	0,739 ^a	0,389 ^a	0,042 ^{a*}	0,658 ^a	
	Fast-Food	16	0,059 ^a	0,061 ^a	0,394 ^a	0,214 ^a	0,027 ^{a*}	0,693 ^a	
Company Experience	0-3 years	10	0,613 ^a	0,113 ^a	0,634 ^a	0,200 ^a	0,158 ^a	0,343 ^a	
	4-7 years	27	0,479 ^a	0,051 ^a	0,802 ^a	0,153 ^a	0,011 ^{a*}	0,207 ^a	
	8-15 years	22	0,214 ^a	0,899 ^a	0,733 ^a	0,588 ^a	0,089 ^a	0,595 ^a	
	16 + years	5	0,754 ^a	0,563 ^a	0,023 ^{a*}	0,826 ^a	0,044 ^{a*}	0,569 ^a	
Number of People Responsible for	0-5	26	0,048 ^{a*}	0,352 ^a	0,670 ^a	0,009 ^{a*}	0,110 ^a	0,840 ^a	
	6-10	18	0,130 ^a	0,998 ^a	0,264 ^a	0,040 ^{a*}	0,153 ^a	0,428 ^a	
	11-20	12	0,050 ^a	0,088 ^a	0,722 ^a	0,788 ^a	0,172 ^a	0,987 ^a	
	21 +	8	0,662 ^a	0,773 ^a	0,773 ^a	0,008 ^{a*}	0,016 ^{a*}	0,324 ^a	

* p<0.05, not normally distributed

a: obtained through Shapiro-Wilk test.