

EMOTIONAL INTELLIGENCE AND GENDER DIFFERENCES

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ABSTRACT

The present study investigated Emotional Intelligence among male and female. The research sample was comprised of one hundred and sixty subjects (N = 160) who were categorized in two groups.. They were eighty males (n = 80) and eighty females (n = 80) from N.W.F.P. Snowball sampling technique was used to select subjects. Personal information sheet was used to obtain the demographic information. Emotional Quotient Inventory (EQ-i) was used to find out the level of emotional intelligence among the subjects. Gender difference on Emotional Quotient Inventory reveals that Males have high emotional intelligence as compare to females (t=4.522, p<.01).

Key Words: *Emotional Intelligence, Male, Female*

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INTRODUCTION

Emotional intelligence is the concept, which is currently in focus among the general public, practitioners and researchers,. It's being widely believed by the public that emotional and social competence is as important, or even more important, than traditional dimension of intellectual ability and personality (Goleman, 1995, 1998). Emotional intelligence is defined as "the composite set of capabilities that enable a person to manage himself/herself and others" (Goleman, 1995, 1998). "It is more accurate to say that the frequency with which a person demonstrates or uses the constituent capabilities, or competencies, inherent in emotional intelligence determine the ways in which he/ she deals with themselves, their life, work and others" (Boyatzis, Goleman and Rhee, 2000). It is "the ability to: 1) be aware to understand and to express oneself; 2) be aware of, to understand, and to relate to others, 3) deal with strong emotions and control one's impulses; and 4) adapt to change and to solve problems of a personal or a social nature (Bar-On, 1988).

Components of Emotional Intelligence

Emotional intelligence has five components which are: self-awareness, self-regulation, motivation, empathy and social skills. The first component of emotional intelligence is self awareness which means, "having a deep understanding to one's emotions, strengths, weaknesses, needs and drives" (Goleman, 1995). People who possess this quality avoid the extremes of being overly crucial and unrealistically hopeful. Furthermore, these people know how their feelings affect them, others and their job performance (Goleman. 1995).

The second component of emotional intelligence is self-regulation. This is an ongoing conversation people have with themselves, which frees them being prisoners of their feelings (Goleman, 1995). People who have high degree of self regulation have much capability of facing the ambiguities of an advancing industry than those who has low degree of self regulation. The integrity of a home can be enhanced with the help of high level of self-regulation. People with high level of self-regulation do not make bad decisions through impulsive behaviors. Self-regulation will help individuals to make thoughtful decisions, which stay in control of their feelings.

The third component of emotional intelligence is motivation, which extends to the deep inner desire to achieve for the sake of achievement. Motivated individuals want to achieve beyond their and everyone else's expectations. Motivation makes people restless; therefore they continuously explore new horizons to find better ways of doing their jobs. Highly motivated people remain optimistic even though they have experienced failure or a setback. Motivated person is committed to succeed in its goals and objectives.

The fourth component of emotional intelligence is empathy which means to be considerate and aware of other's feelings. Empathic individuals are also effective in retaining talent because they are able to develop personal rapport with others.

The last component of emotional intelligence is social skills. Individuals use their friendliness in order to have people do what they want. Social individual is an effective persuader.

It is believed that emotional intelligence plays a very important role in leadership, work life and career development. IQ predicts only about 20 percent of career successes, which leave the remaining 80 percent to other factors such as emotional intelligence (Pool, 1997).

Emotional Intelligence does not respect the gender. The popular belief is that, women are not more emotionally intelligent than men. They are, however, emotionally intelligent in different ways. An analysis of emotional Intelligence was found in thousands of men and women which showed that women, on average, are more aware of their emotions, show more empathy, and are more adept interpersonally. Men, on the other hand, are more self-confident, optimistic, and adaptable. It was found that men are also able to handle stress better than women. In general, however, far more similarities exist than differences. Some men are empathetic as the most interpersonally sensible women are, while some women are just as able to withstand stress as the most emotionally resilient men. After taking into account overall ratings for men and women, the strengths and weaknesses average out, so it is a competition between both sexes. Findings of studies reported by King (1999), Sutarso (1999), Wing and Love (2001) and Singh (2002) revealed that females have higher emotional intelligence than that of males.

Since females tend to be more emotional and intimate in relationships as compared to males, so their emotional intelligence ought to be higher than that of males. Society is responsible for this, which socializes the two genders differently as has been found in studies by Duckelt and Raffalli (1989) and Sandhu and Mehrotra (1999). Moreover, higher emotional intelligence among girls can also be explained in terms of some of their personality characteristics. Similar findings were reported in studies by Tapia (1999) and Dunn (2002). They observed that girls score higher with regard to empathy, social responsibilities and interpersonal relationships than boys. More sensitivity was found towards their relationships with parents, friends and siblings. All these traits help them to acquire more emotional intelligence as compared to boys. This study is only a stepping stone in the field of emotional intelligence.

A study based on integrative model of Petrides and Furnham's (2001) examined the relationships between trait EI and work related constructs. Gender specific perspective was adopted in order to take into account existing gender differences in work related variables as well as in perception of EI (Furnham, 1994; Petrides, Furnham and Martin, 2004). Male and female data has been merged by many empirical studies even though there are reasons to believe that systematic differences in the ways in which the two genders experience the workplace and its demand exist (Roxburgh, 1996).

Hypothesis

Male will score high on emotional intelligence than female.

MATERIALS AND METHODS

Sample

The research sample comprised of one hundred and sixty subjects (N = 160) divided into two groups. Group A consisted of eighty subjects (n = 80) who were male, group B consisted of eighty subjects (n = 80) who were female. All of them were educated and their age was 25 years or above. All of them belonged to N.W.F.P. They were more or less similar with regard to socioeconomic status and cultural background. The duration of a research study was one year i.e. 2007.

Instruments

The data was collected with the help of following measures.

- i. Personal Data Sheet
- ii. Emotional Quotient Inventory (EQ-i) by Reuven BarOn (1997).

Personal Data Sheet

Personal data sheet of the sample was obtained by collecting demographic information namely age, sex, occupation, monthly income, family system (nuclear / joint), number of years served in an organization / institution and educational qualification.

Emotional Quotient Inventory

EQ-i is designed to assess the emotional intelligence. Emotional Quotient (EQ-i) is an inventory based on BarOn Model of Emotional Intelligence and is copy right material of Multi Health System (MHS). The version of (EQ-i) by Reuven, BarOn (1997) was used only for research purpose. It contains 117 items distributed into 15 subscales of EQ-i . The EQ-i have five point self rating response format. 55 items were positively scored items and 62 items were negatively scored . Positively scored items will score 1 for the first choice i.e. “very seldom or not true of me” 2 for the second choice “seldom true of me”, 3 for the third choice “sometimes true of me”, 4 for the fourth choice “often true of me” and 5 for the fifth choice “very often true of me or true of me”. Negatively scored items will get score 5 for the first choice, 4 for the second choice, 3 for the third choice, 2 for the fourth choice and 1 for the fifth choice. In this way all the negatively scored items were scored inversely .

Procedure

It was a comparative study which was conducted in North West Frontier Province (N.W.F.P), Pakistan. Snowball sampling technique was used in order to distribute the subjects into two groups namely male and female. Rapport was developed with the subjects who were approached individually for data collection. They were approached at their homes and at their work places. All of the subjects were informed about the purpose of the research and then they were asked to give full information. They were also told about the confidentiality and its limits. Demographic information of all the subjects of two groups (N = 160) was obtained. Test was administered to all the subjects. Emotional quotient inventory (EQ-i) was used to assess the level of emotional intelligence among the subjects.

RESULTS AND DISCUSSION

The data were analyzed by using the Statistical Package for Social Sciences (SPSS). The t-test were computed to determine the significance of difference between male and female on Emotional Quotient Inventory (EQ-i)

Table I. Means, standard deviations, standard error mean and t-value showing differences in scores between Gender on Emotional Quotient Inventory (EQ-i) (N = 160)

Gender	n	M	SD	SEM	t-value	Sig. (2-tailed)
Male	80	419.16	52.63	5.88		
Female	80	380.88	54.45	6.09	4.522	.001

** p < .01

The result shows that males scored high than females on Emotional Quotient Inventory. High scores on this scale indicates the higher level of Emotional Intelligence, so the above findings clearly suggests that males are emotionally intelligent than females. A significant difference ($p < .01$), among males and females on EQ-i is found. The present study was designed to investigate the emotional intelligence male and female. The sample consisted of one hundred and sixty (N = 160) subjects. Our findings suggest that a significant difference exists among the subjects on emotional quotient inventory (EQ-i) when compared in terms of gender.

Study by Chu (2002) revealed that males have high level of emotional intelligence than that of females. The probable reason for the present finding might be due to the fact that emotional intelligence primarily deals with managing and expressing once emotions as well as social skills.

Doing well in terms of conflict management, it is sufficient for a couple to have at least one partner with high emotional intelligence, perhaps, when a couple consists of two high – EI partners, there is “too much” emotional perception and management going on. According to Murray, Holmes, and Griffin (1996), high levels of accuracy are not always conducive to relationship satisfaction; people may be happier when they have some positive illusions about their partners. Some of these positive illusions might be reduced by high Emotional

Intelligence (EI) through more accurate perceptions about negative affect and faults. If both the partners view themselves as “emotional experts”, it is possible that they may compete to be in charge of emotional management.

A study about the gender differences on emotional intelligence showed that there is a significant difference between men and women on some subscales of emotional intelligence i.e. Assertiveness, Independence, Stress Tolerance and Impulse Control (Kaneez, 2006). The findings revealed that there is a significant difference between the mean scores of the men and women. It means that men show more assertiveness, self recognition about himself show more independence and management according to the situations than the women. Independence impulsive assertiveness is usually observed in men. One of the reasons for this is that men are a powerful member in our society.

CONCLUSION

This study provides an insight about emotional intelligence and gender differences. Results of the present study demonstrate that there is a significant relationship between emotional intelligence among male and female. The sample comprising one hundred and sixty (N = 160) subjects who were classified into two groups i.e. male and female. As hypothesized in the present research, males have high emotional intelligence when compared with females.

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