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## Emotional Intelligence and Gender Differences

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### Abstract

*The aim of this study was to find out the impact of sex on Emotional intelligence .The sample consisted of three hundred male and female college students studying at Kumaun University Campus Almora . The personal data schedule (designed by the investigator) and emotional intelligence scale ( Tewari and Joshi ,1996) was used to collect the data .Data was analyzed by using t-test. It was found that the gender wise two groups of the sample students do not differ significantly from each other with regard to the variables self awareness, recognizing emotions in others and handling relationship . In addition, it was also found that the significant differences seen in variables managing emotions, motivating oneself and emotional intelligence total scores higher in male as compared to females.*

**Key Words:** Gender, Emotional Intelligence (EI), Emotional Intelligence Scale(EIS), Emotional Quotient(EQ), Intelligence Quotient(IQ).

### Introduction

The term 'emotional intelligence' involves two words namely emotion and intelligence. In its most literal sense, The oxford English dictionary defines emotion as "any agitation or disturbance of mind, feeling, passion, any vehement or excited mental state" Goleman (1995) refers emotion to a feeling and its distinctive thoughts, psychological and biological states, and of propensities to act. There are hundreds of emotion along with their blends, variations, mutations and nuances. He further argues that in the mechanics of emotions, each feeling has its own distinct repertoire thoughts, reactions, even memories.

Salovey & Mayer(1990) identified emotional intelligence as the "ability to monitor one's own and other's feeling and emotions, to discriminate among them, and to use this information to guide one's thinking and action. Higgs & Dulewicz(1999) define emotional intelligence as a concept that involves achieving one's goals through the ability to manage one's own feeling and emotions, to be sensitive to, and influence other key people and to balance one's motive and drive with conscientious and ethical behavior.

Emotional intelligence is a set of skills, attitudes, abilities and competencies that determine the individual's behavior, reactions, state of mind coping style and communication style. These factors directly affect the level of success, satisfaction, ability to connect to other people as well as

individual ability to care with the stress, levels of self esteem, perception of control and overall level of mental and emotional well being. The four components of emotional intelligence is as follows:

#### IDENTIFYING EMOTIONS :

The first and perhaps most basic, part of emotional intelligence, is the ability to recognize how you and those around you are feeling. That is why Identifying emotions in people, music and art is part of emotional intelligence.

#### USING EMOTIONS :

Emotions can help us with our thinking. This part of emotional intelligence includes the ability of generate emotions and then reason with this emotion. Being emotional and being able to use your emotions may also help you to understand how someone else feels, or to take emotional sides.

#### UNDERSTANDING EMOTIONS :

Understanding emotions refers to knowing what happens, as emotions get stronger or how people react to different emotions. Some emotions are complex than others, formed through the combination of simpler emotions. The ability to understand complex emotion is part of emotional intelligence. This component also understands emotional "chains", how emotions transfer from one stage to another.

#### REGULATING EMOTIONS :

Regulating emotions means that you feel the feeling rather than repressing it and than use the feeling to make a better decision. Reacting out anger can be effective in the short run, but anger which is channeled and directed may be more effective in the long run. Regulating emotion is an ability, which allows you to manage emotions in your self and in others.

The abilities involved in the emergence of emotional intelligence belong the following five main domains:

- 1) Self awareness: Recognizing a feeling as it happens is keystone of emotional intelligence. The ability to monitor feelings from moment to moment is crucial to psychological insight and self-understanding.
- 2) Managing emotions: It is the capacity to soothe oneself to take off rampant anxiety, gloom and irritability and the consequences of failure.
- 3) Motivating oneself: Marshaling emotions in the service of goal is essential for paying attention, for self motivation and mastery and for creativity.
- 4) Recognizing emotions in others: Empathy, another ability that builds on emotional self awareness, is the fundamental "people skill". People who are emphatic are more attuned to the subtle social signals that indicate what others need or want.
- 5) Handling relationship: The art of relationship is, in large part, skill in managing emotions in others. These are the ability that develop a sense of popularity, leadership, and interpersonal effectiveness considering multiple perspectives is another part of emotional intelligence.

Objective: To find out whether gender wise two groups of the sample students differ in their emotional intelligence.

#### **Method**

Sample: The sample consisted of three hundred male and female college students studying at Kumaun University Campus Almora.

Tools: following measure was taken in consideration.

Personal Data Schedule (PDS): A personal data schedule was used employed to get necessary information.

Emotional Intelligence Scale (EIS): The Emotional intelligence scale of (*Tewari & Joshi ,1996*) was used to collect the data. This is a three points scale and contains 30 items spread over the five

dimensions of emotional intelligence i.e., self awareness, managing emotions, motivating oneself, recognizing emotions in others and handling relationship.

Procedure: Data collection was done in classrooms, libraries and in a few instances in the student's hostels.

### Results and Discussion

The groups were compared through t-test .The results are presented in table 1.

Table -1

Value of t-ratio computed to ascertain the Significance of differences in the mean EIS scores of the gender wise two groups of the sample students.

1. Male - 181
2. Female - 119

S. No.	Variable Compared	Group	M	SD	t-ratio	df
1	E1	Male	11.122	2.177	-0.249	298
		Female	11.034	3.425		
2	E2	Male	12.337	1.736	-3.344*	298
		Female	11.680	1.546		
3	E3	Male	13.155	2.399	-3.893*	298
		Female	12.201	1.630		
4	E4	Male	12.879	3.001	-1.488	298
		Female	12.412	2.406		
5	E5	Male	13.713	3.553	1.127	298
		Female	14.202	3.846		
6	ET	Male	63.204	5.144	-3.185*	298
		Female	61.529	3.939		

#### Foot note:

E1 - Self awareness

E2 - Managing emotions

E3 - Motivating oneself

E4 - Recognizing emotions in others

E5 - Handling relationship

ET - Emotional intelligence total

Table 1 indicate that gender wise two groups of the sample students do not differ significantly from each other with regard to the variables self awareness, recognizing emotions in others and handling relationship .The table also found that the male students higher mean managing emotions , motivating oneself and emotional intelligence total scores as compared to females. Study by Chu (2002) revealed that males have high level of emotional intelligence than that of females .The probable reason for the fact that emotional intelligence primarily deals with managing and expressing once emotions as well as social skills . Study by King(1999), Sutarso (1999),Wing and Love(2001) and Singh(2002) reveled that females have higher emotional intelligence than males. Dawda & Hart (2000) found no difference between males and females as regards the total EQ scores. After taking into account overall ratings for men and women ,the strengths and weakness average out, so it is a competition between both sexes.

Emotional intelligence (EI) refers to an individual differences in the perception, processing, regulation and utilization of emotional information. It's a construct that captures emotional competencies. These individual differences have been conceived of as knowledge, abilities and traits. EI includes, what we know about emotions (our own and others), what we can do with this knowledge (e.g., strategies for managing emotions), and how typical it is for us to act in an emotionally intelligent fashion. Harrington- Lueke found in her research that being emotionally intelligent is just as important to success in life as good grades. Essentially, people with high levels of emotional intelligence experience more career success, build stronger personal relationships, lead more effectively, and enjoy better health than those with low levels of emotional intelligence.

### Conclusion

From the above results it can be concluded that the gender wise two groups of the sample students emotionally equal in self awareness, recognizing emotions in others and handling relationship, but the pattern of managing emotions, motivating oneself and emotional intelligence total scores higher in male as compared to females. Male and female data has been merged by many empirical studies even though there are reasons to believe that systematic differences in the way in which the two genders experience the workplace and its exist (Roxburgh,1996). Hence, it may be said that the two genders many similarities than differences.

Finally, 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 success, which leave the remaining 80 percent to other factors such as emotional intelligence (Pool, 1997). Goleman (1998) asserts that emotional competence is a learned capability based on emotional intelligence that results in outstanding performance at work. Cooper & Sawaf (1998) assert that emotional intelligence is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence.

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