



Gender influence on Emotional Intelligence of adults

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Abstract- The present research is an empirical effort made to explore the relationship between gender and Emotional Intelligence in Indian context. The sample-size of this study is 500. The respondents are teachers (200), Nurses (150) and the Information Technology (IT) professionals (150). The stratified random sampling method is adopted. The age of the respondents ranges from 22 to 56 (M= 31.89). The research is executed with non-clinical samples. The statistical tools adopted are: Emotional Intelligence scale (Hyde, A., Pethe, S., &Dhar, U. (2002), and Personal Information Schedule designed by the research investigator. The participants are contacted individually by the researcher and data is obtained with the help of the selected tools. The descriptive statistics and correlations are used for the statistical analyses. Results indicated that 12.2% of adults have scored low on the emotional intelligence which indicates that these adults experience interpersonal difficulties at the work place. And 32.9% of adults have scored high on the dimensions of the emotional intelligence. This implies that these adults have better interpersonal relationship at work place. Gender is positively as well as negatively correlated with the dimensions of emotional intelligence. Further gender is statistically significant at the 0.01 level of significance as well as at the 0.05 level of significance with the dimensions of emotional intelligence. This finding supports the understanding of emotional intelligence and the development of effective strategies in counselling and psychotherapy.

Key words: Emotional Intelligence, teachers, healthcare professionals, age, gender and psychotherapy, Indian context.

I. INTRODUCTION

Emotional intelligence refers to the ability to rationalise and effectively deal with one's emotions. It encompasses a set of competencies to identify, understand, use and regulate the emotions (Mayer and Salovey 1997) in promoting greater emotional and personal growth. It embodies the inter-personal and intra-personal intelligence (Khatoon, N. (2012) as proposed by Gardner (1993). The inter-personal intelligence denotes the ability to understand other persons, their moods, their desires and their motivations (Bar-on, R., Tranel, D., Denburg, N.L., & Bechara, A 2004) which enables an individual to work effectively with others with the qualities of empathy and understanding. On the other hand, intra-personal intelligence denotes the ability to understand one's emotions, moods, goals, etc. that is important for personal success and happiness. Hence intra-personal is the understanding of one's own emotions and interpersonal is the understanding the emotions of others. In practical terms, Emotional Intelligence implies the awareness of emotions that would drive our behavior and impact the other people's behaviour either positively or negatively, and reciprocally learning to manage those emotions (both one's own and others). Emotional intelligence is proved to be relevant in different domains of human life (Brackett, M. A., Rivers, S. E., & Salovey, P. 2011).

Significant of the research

Review of literature reveals that there are documented researches on emotional intelligence in relation to gender, but there has not been a study explored on adult population in an Indian context in particular to the service sector respondents like teachers and nurses. . This fills the research gap. The current research is undertaken with non-clinical samples. This research would help the readers to understand the importance emotional intelligence better. Consequently this study will assist in counselling and psychotherapy in dealing with interpersonal issues at work places.

Objective

- 1) To identify the nature of Emotional Intelligence of the respondents.
- 2) To find out the relationship between the Gender and Emotional Intelligence of the respondents.

Hypothesis: the research hypothesis is a tentative solution to a research problem (Kothari, C. R. 2014). Based on the above stated descriptions, the following hypothesis is being framed:

Ho: There is no relationship between Gender and Emotional Intelligence of adults.

Ha: There is a relationship between Gender and Emotional Intelligence of adults.

II. STATISTICAL METHOD

500 samples were selected through the stratified random sampling technique, constituting 172 males and 328 females in which 200 respondents are teacher, 150 respondents are nurses and 150 respondents are Information Technology (IT) professionals who were working in private and government institutions. The age ranged from 22 to 50, Mean Age is 31.89. The participants were contacted individually by the researcher and data was obtained with the help of the selected tools. Before the data collection was made, oral permission was obtained from the correspondent and principles of the concerning schools, IT managers and healthcare centres.

Instruments used:

➤ Emotional Intelligence Scale (EIS)

The Emotional Intelligence scale is developed and standardised by Hyde, A., Pethe, S., & Dhar, U. (2002) for Indian Milieu. It contains 34 items with five point continuum rating (strongly agree, Agree, uncertain, disagree, and strongly disagree). The scale measures the ten dimensions namely, self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behaviour. It has split-half reliability with 0.88 and validity with 0.93. This self-administering scale is used for individual assessment, research and survey purposes. It does not require the services of highly trained administrator. Based on this stated reasons, the scale was selected and used in its original form for the research purpose.

➤ The Personal Information Schedule designed by the research investigator for procuring the relevant demographic information.

Analysis strategy

The statistical program IBM SPSS Statistics version 21 was used. With regard to the data analysis, the descriptive statistics were followed. The standard deviation (σ) was used to measure the variability which refers to the spread of the separate scores around the measure of central tendency. For determining the correlation between the research variables, Karl Pearson's moment correlation ('r') was used, since, it would determine the direction, significance and strength of the relationship between the variables.

III. RESULTS AND DISCUSSION

The goal of the study was to find out the relationship between gender and emotional intelligence. The collected data was coded with IBM SPSS 21 version. The tables were obtained through descriptive analysis and correlations.

Table-1 showing the frequencies of gender with their percentage, Mean and Standard Deviation and p-value

Gender	Frequencies	Percentage	Mean	Std. Deviation	F-value	p-value
Male	172	34.4	65.30	9.25		
Female	328	65.6	66.27	9.56	1.184	.277
Total	500	100	65.93	9.45		

Source: primary data

Table-1 shows the frequencies, mean, standard deviation, F-value and P-value of interpersonal problems score of adults on the basis of their gender. It is observed that there are 172 (34.4%) males and 328 (65.6%) females. The mean value is 65.30 and 66.27 respectively for male and female. The standard deviation is 9.25 and 9.56 respectively for male and female. The means are compared with one way Analysis of variance. The obtained P-value 0.277 is statistically not significant. This reveals that the Emotional intelligence of adults do not differ on the basis of their gender.

Table-2 showing the Distribution of adults' scores based on the dimensions of Emotional Intelligence

Dimensions	Category	Range	frequency	percentage	Mean	Std. Deviation
Self-awareness	Low	1.00 -2.99	62	12.4	3.90	.63
	Average	3.00- 3.99	239	47.8		
	High	4.00- 5.00	199	39.8		
	Total		500	100		
Empathy	Low	1.00 -2.99	51	10.2	3.79	.54
	Average	3.00- 3.99	298	59.5		

	High	4.00- 5.00	151	30.2		
	Total		500	100		
Self-motivation	Low	1.00 -2.99	33	6.6	3.94	.51
	Average	3.00- 3.99	264	52.8		
	High	4.00- 5.00	203	40.6		
	Total		500	100		
Emotional stability	Low	1.00 -2.99	68	13.6	3.79	.57
	Average	3.00- 3.99	292	58.4		
	High	4.00- 5.00	140	28.0		
	Total		500	100		
Managing relations	Low	1.00 -2.99	34	6.8	3.91	.52
	Average	3.00- 3.99	293	58.6		
	High	4.00- 5.00	173	34.6		
	Total		500	100		
Integrity	Low	1.00 -2.99	62	12.4	3.89	.62
	Average	3.00- 3.99	276	55.2		
	High	4.00- 5.00	162	32.4		
	Total		500	100		
Value orientation	Low	1.00 -2.99	102	20.4	3.79	.73
	Average	3.00- 3.99	261	52.2		
	High	4.00- 5.00	137	27.4		
	Total		500	100		
Commitment	Low	1.00 -2.99	64	12.8	3.99	.69
	Average	3.00- 3.99	270	54.0		
	High	4.00- 5.00	166	33.2		
	Total		500	100		
Altruistic behaviour	Low	1.00 -2.99	64	12.8	3.96	.65
	Average	3.00- 3.99	280	56		
	High	4.00- 5.00	156	31.2		
	Total		500	100		
Self-development	Low	1.00 -2.99	70	14.0	3.95	.66
	Average	3.00- 3.99	272	54.4		
	High	4.00- 5.00	158	31.6		
	Total		500	100		

Source: Primary data

The table-2 describes the distribution of adults' scores based on the dimensions of emotional intelligence with their category, range, frequency, percentage, mean and standard deviation. The category is distributed with low, average and high with corresponding level of emotional intelligence. The adults with high score are considered to have high level of intelligence and are likely to have better interpersonal relationship. The adults who have low score are considered to have low level of intelligence and are likely to experience interpersonal difficulties.

From the table-2, it is observed that 62 (12.4%) adults obtained the score between 1.00 - 2.99 which indicates the low level of emotional intelligence. 239 (47.8%) adults obtained the score between 3.00-3.99. And 199 (39.8%) adults obtained the score between 4.00 -5.00 on self-awareness that indicates the high level of emotional intelligence. The mean of self-awareness is 3.90 and the standard deviation is 0.63. This indicates that the level of self-awareness is average. With regard to empathy, it is observed that 51 (10.2%) adults obtained the score between 1.00 - 2.99 that indicates the low level of emotional intelligence. 298 (59.5%) adults obtained the score between 3.00-3.99. And 151 (30.2%) adults obtained the score between 4.00 -5.00 which indicates the high level of emotional intelligence. The mean of empathy is 3.79 and the standard deviation is 0.54. This signifies that the level of empathy is average.

It is also observed that 33 (6.6%) adults obtained the score between 1.00 - 2.99 on self-motivation, indicating the low level of emotional intelligence. 264 (52.8%) adults obtained the score between 3.00-3.99. And 203 (40.6%) adults obtained the score between 4.00 -5.00 that indicates the high level of emotional intelligence. The mean of self-motivation is 3.94 and the standard deviation is 0.51. This signifies that the level of self-motivation is average. With regard to emotional stability, it is observed that 68 (13.6%) adults obtained the score between 1.00 - 2.99, indicating the low level of emotional intelligence. 292 (58.4%) adults obtained the score between 3.00-3.99. And 140 (28%) adults obtained the score between 4.00 -5.00 which indicates the high level of emotional intelligence. The mean of

empathy is 3.79 and the standard deviation is 0.57. This signifies that the level of emotional stability is average.

It is also observed that 34 (6.8%) adults obtained the score between 1.00 - 2.99 on managing relations that indicates the low level of emotional intelligence. 293 (58.6%) adults obtained the score between 3.00-3.99. And 173 (34.6%) adults obtained the score between 4.00 -5.00 which indicates the high level of emotional intelligence. The mean of managing relations is 3.91 and the standard deviation is 0.52. This signifies that the level of managing relations is average. With regard to integrity, it is observed that 62 (12.4%) adults obtained the score between 1.00 - 2.99 that indicates the low level of emotional intelligence. 276 (55.2%) adults obtained the score between 3.00-3.99. And 162 (32.4%) adults obtained the score between 4.00 -5.00 which indicates the high level of emotional intelligence. The mean of integrity is 3.89 and the standard deviation is 0.62. This signifies that the level of integrity is average. It is also observed that 102 (20.4%) adults obtained the score between 1.00 - 2.99 on value orientation that indicates the low level of emotional intelligence. 261 (52.2%) adults obtained the score between 3.00-3.99. And 137 (27.4%) adults obtained the score between 4.00 -5.00 which indicates the high level of emotional intelligence. The mean of value orientation is 3.73 and the standard deviation is 0.73. This signifies that the level of empathy is average. With regard to commitment, it is observed that 64 (12.8%) adults obtained the score between 1.00 - 2.99 that indicates the low level of emotional intelligence. 270 (54%) adults obtained the score between 3.00-3.99. And 166 (33.2%) adults obtained the score between 4.00 -5.00 which indicates the high level of emotional intelligence. The mean of commitment is 3.99 and the standard deviation is 0.69. This signifies that the level of commitment is average.

It is observed that 64 (12.8%) adults obtained the score between 1.00 - 2.99 on altruistic behaviour that indicates the low level of emotional intelligence. 280 (56%) adults obtained the score between 3.00-3.99. And 156 (31.2%) adults obtained the score between 4.00 -5.00 which indicates the high level of emotional intelligence. The mean of altruistic behaviour is 3.96 and the standard deviation is 0.65. This signifies that the level of altruistic behaviour is average. With regard to self-development, it is observed that 70 (14%) adults obtained the score between 1.00 - 2.99 that indicates the low level of emotional intelligence. 272 (54.4%) adults obtained the score between 3.00-3.99. And 158 (31.6%) adults obtained the score between 4.00 -5.00 which indicates the high level of emotional intelligence. The mean of self-development is 3.95 and the standard deviation is 0.66. This signifies that the level of self-development is average.

Over all 12.2% of adults have scored low on the emotional intelligence which indicates that these adults experience interpersonal difficulties at the work place. And 32.9% of adults have scored high on the dimensions of the emotional intelligence. This implies that these adults have better interpersonal relationship at work place.

Table-3 showing correlation between the dimensions of Emotional Intelligence and gender

Emotional Intelligence	Gender
Self awareness	.099
Empathy	-.010
Self motivation	.106*
Emotional stability	.036
Managing relations	-.030
Integrity	-.013
Value orientation	.044
Commitment	.149**
Altruistic behaviour	.034
Self-development	.057

** . Correlation is significant at the 0.01 level (2-tailed)

*. Correlation is significant at the 0.05 level (2-tailed)

The table 3 shows the correlation coefficient scores on Gender and the dimensions of Emotional Intelligence adults. Pearson's product moment correlation method is applied to find out the relationship between them. From the table, it is observed that gender is both positively and negatively correlated, and it is statistically significant with the dimensions of emotional intelligence at the 0.01 level of significance as well as at the 0.05 level of significance. The dimensions such as self-awareness, self-motivation, emotional stability, value orientation, commitment altruistic behaviour and self-development are positively related. And the dimensions such as empathy, managing relations and integrity are negatively related. The self-motivation is significant at the 0.05 level of significance and commitment is significant at the 0.01 level of significance.

The obtained result is in line with Brody, L. R., & Hall, J. A. (2008) where the gender in relation to emotional intelligence produced inconsistent results. Petrides, K. V., & Furnham, A. (2000) found that the gender did predict the self-estimated emotional intelligence. The given reason was that the social and familial environments were different for men and women. Men are taught to minimise certain emotions such as fear and sadness (Brody, L. R., & Hall, J. A. (2008). The non-expressiveness of emotions in men are considered and strengthened as a manly model (Naghavi, F., & Redzuan, M. 2011), on the other hand, culturally women are expected to be more expressive of their emotions. Consequently, based on differential teaching given to both for men and women from the societal expectation, Mandell, B., & Pherwani, S. (2003) found that the women had higher level of emotional intelligence than men. Women had greater emotional knowledge and interpersonal competencies (Fernández-Berrocal, P., Cabello, R., Castillo, R., & Extremera, N. 2012), which were greatly linked with experience and expression of emotions more intensely and frequently that were either positive or negative (Grewal, D., & Salovey, P. (2005). On the contrary, Petrides, K. V., & Furnham, A. (2000) and Khalili, A. (2011) found that men had higher emotional intelligence than women. Opposing the both opinions, Atta, M., Ather, M., & Bano, M. (2013) found that there were no gender differences on emotional intelligence particularly among teachers. The above found results are conflicting and contradicting, but they indicate the relevance of gender in relation to their emotional intelligence.

IV. IMPLICATIONS AND LIMITATIONS

There research is done in an Indian context. This would help us to understand the importance of gender in relation to the emotional intelligence. The finding would be helpful for developing strategies effectively in psychotherapy and counselling. On the other hand the limitations as such, the sampling area covered in the present research is from non-clinical populations. Though the data were collected following the stratified random sampling, but the data was collected at the convenience of the researcher as well. Regarding the target population, young and middle adults were only included. The data analyzed for this study were originally meant for research purpose rather than for clinical analysis or making diagnosis.

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Ethical Clearance: Ethical clearance is taken from Center for Academic Research (CARE) Annamalai University, Psychology wing.

V. CONCLUSION

The emotional intelligence does not happen all of the sudden, rather the life experience forms the schema. The schema forms the emotional intelligence which embodies the interpersonal and intrapersonal competencies. That is the reason that individuals differ on the level of emotional intelligence. Hence, if the future study includes schema theory perspectives would, it would be helpful in psychotherapies while enhancing the adults in their ability or competency to deal effectively with emotions. As the result, the adults would have better interpersonal relationship.

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