

A Study on the Relationship between Gender and Emotional Intelligence

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Abstract:

The present article reviews the relationship between Gender and Emotional Intelligence. As Emotional Intelligence is defined as a social intelligence that enables people to recognize their own, and other peoples' emotions, parents and children express their emotions consciously or unconsciously to one another during their interaction. Societal expectations of girls are to be more expressive in feelings as compare to boys. Parents' different socialization pattern based on the gender of their children, impact on differential development of emotional competencies. Different researches have proven that there is a meaningful and significant association exist between Gender and Emotional Intelligence. The present review is divided into few sections which start with the definition of Emotional Intelligence and is followed by the review study of effect of Emotional Intelligence on Gender difference. The study also includes the influence of Gender difference on Emotional Intelligence. Finally the review has concluded that girls have better Emotional Intelligence than boys.

Key Words: Emotional intelligence, Emotional competency, Gender.

Introduction

Eversince Daniel Goldman has depicted the importance of Emotional Intelligence; it has become the hottest corporate buzzword. Over a period of time, emotion was considered as non-logical, confused and imperfect. Uncontrolled release of emotion was the only way to express emotion. Some studies have shown that pondering over negative emotions lead to depression and anxiety (Schwartz, R. C. and S.M. Johnson., 2000). So understanding the importance of emotion and recognizing its role in physical health and development of a person is very important, which is the basis for Emotional Intelligence (Karsini, H., W.D. Allan, J.M. Mayer, M. Werner and J.C. Reid, 1996). There is a common belief that girls are much more emotionally sensitive than boys who can express their feelings easily. Over emphasizing on anything happen to them as well as on others are common for which their behaviours are often considered as snappish and unstable (Grewal. D. &Salovey.P, 2006). There is a close relationship between female sex and Emotional Intelligence that develops since childhood. Women being more emotionally expressive than men have greater ability to understand other's emotion in a better way along with some perception and empathy. Physiologically, also it is affirmed that there is a difference in cerebral activity based on gender. It happens due to the different socialization and emotional teaching at the time of shaping the emotional competency (Baron-Cohen, S., 2003). Parents express more emotional disclosure with their daughter than son while playing, telling stories or discussing a sad events in childhood. Since the girls develop verbal skill before the boys they are more skilful in articulating their feelings so they have more information about emotional aspect and they speak more about that. Regarding emotional expression according to (Scharfe, E.,2000) ,maternal expressivity towards children is responsible to develop differential expressivity among girl and boy children, nonetheless it is proven that a boy can speak emotional states clearly only if the boy belong to a family where he hold conversation with mother about emotional states.(Dunn,1990)This different way of teaching emotion to both the gender leads to develop differential skills where the girls become expert in reading emotional indicators, expressing, empathising and communicating emotions in a better way. They master in understanding and capturing emotions which reflect on others' face, voice, tune and body languages. Men on the other hand specialized in expressing minimum emotions to any incidents related to fear, pain, guilt and vulnerability since they face obstacles which prevent them to express emotionally from the childhood (Trinidad Sanchez-Nunez M, Pablo Fernandez-Berrocal, MontanesJuan, MigualLatorre Jose ,2008).

What Is Emotional Intelligence?

Emotion results from the interaction between psychological stimulation and appraisal of situation identification. In case of psychological stimulation, it is the surrounding of the individual and its condition and stimuli which specify the person's emotional state. Emotional Intelligence reflects how an individual's potential for mastering the skills of Self-Awareness, Self-Management, Social Awareness, and Relationship Management help to bring success in social relationship management (Goleman, D., 1995). Initially, the concept of Emotional Intelligence was presented by Mayer and Salovey that is the subset of social intelligence that involves 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 actions (Mayer, J.D. and P. Salovey, 1990). Mayer and Salovey also asserted Emotional Intelligence is not just a positive characteristic, but it consists of logically and emotionally diverse ability and with social intelligence it is considered the important emotional issues able to solve both personal and social difficulties. Individuals who are more emotionality intelligent have much more life satisfaction, involve in others emotion, and also are more ordered, warm, and optimistic (Salaski and Gartwright, 2002). The term Emotional Intelligence became popular by Daniel Goleman after the publication of his book "Why it can be matter more than IQ". Goleman (1998) introduced his emotional intelligence based on merit based performance theory which includes separable set of abilities that associates cognitive and affective skills.

According to history of intelligence, there are different types of intelligence which are responsible for the success of people's personal and professional life and one among them is social intelligence, which is defined as the ability to understand and manage people. E.L Thorndike differentiates social intelligence from other types of intelligence and defined it as "ability to understand men and women, boys and girls and to act wisely in human relations" (Thorndike, E.L., 1920). A lot of researches have done to find out the difference between educational intelligence from the social intelligence but only a little progress have been made due to its multidimensional structure and lack of a proper method to be used. Considering such limitations of social intelligence researchers were intended to discover some non-intellectual factors measurement method. It is then Emotional Intelligence was introduced by Salovey and Mayer (Mayer, J.D. and P. Salovey, 1990) and developed by Goleman (Goleman, D., 1995). Later Leeper utilized this concept and stated that Emotional intelligence is a part of logical intelligence and plays important role in general intelligence (Leeper, M.A., C. Mader, J. Gramzow and K. Papineau, 1948). Later Gardner introduced Multiple Intelligence Theory which integrates cognitive and emotional aspect of intelligence. The theory includes nine different and independent intelligence which also includes intrapersonal and interpersonal intelligence that is knowing one's internal emotional and others emotions, reaction, need and purpose (Gardner H., 1983).

Emotional Intelligence is popular because Emotional Quotient can be improved and developed over the period of time. This development can be developed into personal and social competency. Personal competency is composed of self-awareness and self-management. Self-awareness is the ability to understand one's own and its impact on self and others. Self-management is the awareness of self-control which directs emotions not to control one self. Social Competency is made of social awareness and relationship management. It includes empathy, organizational awareness and service orientation. Relationship management includes influence leadership, developing communication, conflict management, building bond, teamwork and collaboration. (www.free-management-ebook.com, 2014). Emotional intelligence has the scientific features of rational intelligence as it has conceptual criterion (it measures the mental functioning, that it measures the ability which are related to emotions.), correlation criterion (it includes the abilities which are dependent and related to other mental skills), development criterion (Emotional Intelligence develop by age and experience from child to adult). Considering the various aspects of Emotional Intelligence three significant criterions have been identified. First, Conception, appraisal and expression of emotion, which is identifying one's own and other's emotion based on situation in accordance with the culture. Second, Emotion regulation that is the ability to deal with the negative emotions by one's self-regulation method, creating joyful emotion and concealing one's negative emotion without harming others' personal feelings.

Third, Emotion utilization which is the ability to plan and utilize the emotion in solving problems (FatanehNaghavi, MarofRedzuan, 2011).

Gender and Emotional Intelligence

The concept of Emotional intelligence was coined by Salovey and Meyer which is the fundamental to understand the individual difference on how the reasoning was done by feelings. According to some studies Emotional competency is closely related to gender difference is detected in different stages of life such as childhood, adolescence and adulthood(Harrod N.R and Scheer S.D, 2005),(Houtmeyers K.A, 2002),(Santesso, Reker, Schmidt and Segalowitz), (Young L.D, 2006). In 1997 EI was redefined by Salovey and Meyer as the “ability to perceive accurately, appraise and express emotion, the ability to access and/ or generate feelings when they facilitate thoughts, the ability to understand emotion or emotional knowledge, the ability to regulate emotions to promote emotional and intellectual growth”. This definition stress upon a set of cognitive skills required for the proper adjustment to the environment just like classical intelligence (Sternberg R.J and Kauffman J.C, 1998). Emotion and cognition both together help to lead a better day to day operation and have a wonderful problem solving capacity which need not only intelligence but also some additional information provided by our moods(Salovey, Bedell, Detweiler, Meyer, 2000), So according to (Meyer, Roberts and Bersade, 2008) Emotional Intelligence is a set of skills that allow us to use emotions, to adapt, to perceive, to understand and regulate our moods and to use emotional information to improve cognitive process (Mayer JD, P. Salovey, D.R. Caruso.,2000).

In any culture family is the foundation of a person’s identity which has two aspects, a feeling of “belongingness” and a feeling of “distinction”. Children’s externalization with the family creates belongingness and participating to the subsystem of the family creates distinction. Therefore nobody is defined separately from their family which is the main constituting factor to their personality.(Minuchin S.F.H.,2005). A large number of studies have shown that appropriate emotional raise of children is an art which depends on parent’s interaction with their children, their stringent discipline, carelessness, unanimity or sincerity that have deep consequences in achievement or be failure in different fields of life in future.(Goleman, D.,1998). Moreover Emotional Intelligence direct an individual to correctly exhibit appropriate emotion(love, anger, hate, happiness, fear etc.) to appropriate situation and time. It also helps them to understand other’s emotion and react accordingly.

Adolescent is a sensitive period where an individual starts investigating their surroundings and seek to establish relationship with others. They start understanding their responsibility and enjoy independence as per their age. The parent-child subsystem changes to parent - young adult subsystem (Minuchin S.F.H., 2005). An important aspect during this period for them is to learn understanding, recognizing, expressing and comprehending emotional states accurately, which guides them actually to face the social world. (Scharfe, E., 2000). In this period emotion and feelings mainly conduct one’s course of life. The attention towards the outer world and conflict between parents and them provide them ground for the influences inflicted by social damages. But the people having emotional intelligence can recognize emotions and emotional shocks correctly and they understand, appraise, express and use emotions in their thoughts and practice. So Emotional Intelligence acts as a protector from the social damages which successfully leads to academic achievement, job and life satisfaction. (Goleman. D), (Mayer, J.D. and P. Salovey, 1990).

(Kafetsios, K., 2010) studied a hypotheses about the relationbetween attachment orientation and emotional intelligence, where he used 239 matured people in between the age group of 19 to 66, who completed Meyer Salovey Caruso’s Emotional Intelligent Test (MSCEIT V2) and filled the related questionnaire. The result showed that secured attachment had correlation with all subscales and overall scores of Emotional Intelligence. Also different emotional abilities were found between different sex and age groups. Elder participants got higher Emotional Intelligence score and females score more in emotional conception and aberration than males.

According to Karniz and Karniz, at the age of 10 a certain percentage of girls who exhibit anger is equal to the boys when they are angry, but at the age of 13 there is a huge difference observed in expressing anger between two sexes where girls develop more skilful,

sophisticated and artistic aggressive techniques such as collective, banning, revengeful gossiping and indirect avenging (Minuchin S.F.H.,2005).

The inequality in emotional education by parents to their sons and daughters develop very different kinds of skills to control their emotions. Compared to sons parent share most emotional information to their daughters. Since girls get mastery over the language faster than the boys they can experience and express emotional reactions skilfully and tactfully by using words. Boys ,on the contrary for whom emotional expression is not emphasized are mostly unaware of their own and other's emotion.(Brody and Hall ,1993).

Bracket, Mayer, Warner studied Emotional Intelligence and its relation with daily behaviours.330students were selected for the emotional intelligenceability test, the five-factor personality scale and life space scales which assess self-care behaviour, spare time educational activities, and interpersonal communicationson an arrayed basis. The result showed that female got high score than male in Emotional Intelligence but Emotional Intelligence is a better predictor in men's life. As a result of low score in EI male soon get attracted towards alcoholism, illegal drugs, and weak relations with friends and deviated behaviours which normally cannot be seen in females.

Mayer and his colleagues have studied the psychic-kinetic features of Emotional Intelligence. Their factor analysis of MEIS indicated overall emotional intelligence and conception factors, cognition andconception and emotion management factor. Among 503 young females with a deviation of 0.5 female performed better than male (Thorndike, E.L., 1920).

Siaruchi and his colleagues did an experiment with 73 boys and 58 girls in between the age group of 13 to 15 who were given Schuttle's Emotional Intelligence scale and reported proper validity result. The girls were better performer than boys in overall Emotional Intelligence, emotion understanding, emotion regulation and utilization at $p < 0.05$ level. (Leeper.M.A., C. Mader, J. Gramzow and K. Papineau, 1948).

Gender differences in Emotional Intelligence among the small and medium scale employees was done taking 56 samples from each sex.The Emotional Intelligence Appraisal used was a 28-item performance-based assessment of emotional intelligence in Daniel Goleman's four-factor taxonomy. The result showed though men had better score in self-awareness, self-management, social awareness and relationship management but female showed that totally they are more emotionally intelligent than men.

Even though Goleman (1995) considered male and female both have their individual strengths and weaknesses of Emotional capacity, Mayer and Geher (1996) and Salovey, Meyer, and Caruso (1999) indicated that Women score better than men in Emotional Intelligence.

Conclusion

From the literature review it is concluded that a large number of studies have been done since two decades on Emotional Intelligence and understood that Emotional Intelligence is responsible for life satisfaction, optimism, overall intelligence, adaptability and personality. Emotional Intelligence is also associated with some factors such as depression, alexithymia (Emotional disorder), age, gender, family size etc. Previous studies showed that female has better Emotional Intelligence than male and poor Emotional Intelligence can lead the male towards adversity. According to this study gender difference is observed in Emotional Intelligence due to inequality in emotional education given to the boys and girls from their childhood. Further societal and parental expectations in emotion expression are different from boys and girls. Girls are culturally expected to be more emotionally expressive and abstaining from feelings expression is expected to be a manly model. Thus, although this review expresses that women are more emotionally intelligent than man, contradiction to this may be revealed in the further study.

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