

Gender Differences In Emotional Intelligence Among Employees Init Industry: An Empirical Study

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ABSTRACT : *This study investigated Emotional Intelligence among male and female. The research sample was comprised of hundred (N = 100) who were categorized in two groups. They were fifty males (n = 50) and fifty females (n = 50) employees of IT Industry. Conveniencesampling technique was used to select subjects. 15-item competence-based assessment of emotional intelligence was used. The five factor competencies consist self-awareness, self-regulation, motivation, empathy and social skills. The assessment provides an overall emotional intelligence score as well as a score in each of the five emotional intelligence factors. The questionnaires based on a five point Likert Scale. Once the data were selected, it was presented and tabulated. The statistical techniques like Mean scores, Standard deviations, Levene's Test, Shapiro-Wilk test and Mann-Whitney U test were performed for the analysis of data through Statistical Package for Social Sciences (SPSS) 20.0. The findings disclosed that there is no significant gender difference in emotional intelligence among the employees of IT industry.*

KEYWORDS-*Gender, Emotional Intelligence, IT industry.*

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I. INTRODUCTION

Emotional intelligence is the buzz word among the general public, practitioners and researchers. Indeed, reaching to optimum productivity is the most considerable aim of each organization. Certainly, skillful and proficient human force is one of the most vital elements that help organization to achieve their goals, because human force plays a significant role in changing the level of productivity. 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 personality and ability (Goleman, 1995). Emotional intelligence is the composite set of capabilities that enable a person to manage himself/ herself and others (Goleman, 1998). It is "the capacity to: 1) be aware to realize 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) conform to change and to solve problems of a social and personal nature (Bar-On, 1988).

"It is more accurate to say that the frequency with which a person demonstrates the constituent competencies or capabilities, inherent in emotional intelligence figure the ways in which he/ she deals with themselves, their life, work and others" (Boyatzis, Goleman and Rhee, 2000).

Components of Emotional Intelligence

Emotional intelligence has five components: self-awareness, self-regulation, motivation, empathy and social skills. The first component is self-awareness which means, "having a broad understanding to one's emotions, needs, weaknesses, strengths and drives" (Goleman, 1995). Furthermore, these people know how their feelings affect them, others and their job performance (Goleman. 1995).

The second component is self-regulation. It is an ongoing conversation people have with themselves, which frees them being prisoners of their feelings (Goleman, 1995). Person who have high degree of self-regulation have much competences of facing the ambiguities of an advancing industry than those who has low degree of self-regulation. People with high level of self-regulation do not make bad decisions through impulsive behaviors. Self-regulation will support individuals to create thoughtful decisions, which able to control of their feelings. The third component of emotional intelligence is motivation, which extends to the deep inner desire to accomplish for the gain of achievement. Motivated individuals want to achieve beyond their and everyone else's expectations. Highly motivated people remain optimistic even though they have experienced failure or a setback. Motivated person is committed to succeed in its objectives and goals.

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

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

The present study examines the gender differences in emotional intelligence among employees at their workplace.

II. CONCEPTUAL FRAMEWORK

Various researches conducted in the field of emotional intelligence have been outlined below:

Goleman (1995) and Bar-On (1997) stated that males and females are different in their emotional intelligence profile. Some empirical studies stated that females have higher level of emotional intelligence in compare with males (Mayer et al. 1999; Mayer and Geher, 1996; Mandell and Pherwani, 2003).

Craig, Tran, Hermans, Williams, Kemp, Morris, and Gordan (2009), claimed that males have lower scores on overall emotional intelligence than females with females outscoring higher slightly in one of the facets of emotional intelligence (empathy). Females are better in emotional skills and emotional-related perceptions. Harrod and Scheer (2005) also came out with conclusion that overall emotional intelligence scores is a significant difference between males and females with females score slightly higher than males. Wing and Love (2001), King (1999), Sutarso (1999) and Singh (2002) announced that females have higher emotional intelligence than that of males. Tapia (1999) and Dunn (2002) observed that females score higher with regard to empathy, social responsibilities and interpersonal relationships than males. All these traits help them to acquire more emotional intelligence as compared to males. Some scholars claimed that women are more skillful in conducting their both own as well as other people's emotions (King, 1999; Sutarso, 1999; Wing & Love, 2001; Singh, 2002).

On the other hand, some scholars disclosed that males have higher level of emotional intelligence than females (Petrides and Furnham, 2001).

According to the previous studies which concerned gender differences in emotional intelligence and findings are very different. Some of them, published that there is no significant differences in emotional intelligence amongst women and men (Aquino, 2003; Bar-On, 1997; Brackett, Rivers et al., 2006; Brackett & Mayer, 2003; Dawda & Hart, 2000; Devi & Rayulu, 2005; Lumley et al., 2005; Brown & Schutte, 2006; Depape et al., 2006; Jinfu & Xicoyan, 2004; Palomera, 2005; Schutte et al., 1998; Bar-On, Brown, Kirkacaldy & Thome, 2000; Tiwari & Srivastava, 2004). In 1998, Goleman found that there is no difference between men and women in their emotional intelligence competencies (Goleman, 1998). Artech, Chamorro-Premuzic, Furnham, and Crump (2008), also claimed there were no significant associations between overall emotional intelligence and genders, but there are significant correlations only when facets of emotional intelligence are considered (females scored higher on interpersonal facet).

III. RESEARCH METHODOLOGY

Current research was conducted on 100 employees (50 men and 50 women) in IT industry. Emotional intelligence was evaluated through the emotional intelligence appraisal which is designed to determine behavior demonstrative of emotional intelligence skills. The Emotional Intelligence Appraisal is a 15-item performance-based assessment of emotional intelligence. The five factor competencies consist of: self-awareness, self-regulation, motivation, empathy and social skills. The assessment provides an overall emotional quotation (EQ) score as well as a score in each of the five emotional intelligence components. Respondents were requested to make the extent that each statement of questionnaire characterized them using the Likert scale format from 1 (not at all) to 5 (very often).

IV. OBJECTIVES OF THE STUDY

The study aims to examine the gender difference in an emotional intelligence among employees in IT industry, Delhi (NCR).

HYPOTHESIS

Five sub-hypotheses and one main research hypothesis are formulated as below:

Main Hypothesis:

Ho: There is no significant difference in an overall emotional intelligence across genders.

Sub-Hypotheses:

Ho (1): There is no significant difference in self-awareness across genders.

Ho (2): There is no significant difference in self-regulation across genders.

Ho (3): There is no significant difference in motivation across genders.

Ho (4): There is no significant difference in empathy across genders.

Ho (5): There is no significant difference in social skills across genders.

V. METHOD OF ANALYSIS

Analysis was performed using Statistical Packages of the Social Science (SPSS). The Independent Samples T Test was conducted to compare means for two groups of employees (Male = 50, Female = 50). Mean and Std. Deviation of each emotional intelligence (EI) competencies as well as emotional intelligence as a whole construct was measured to identify whether there is a gender difference between employees' EI abilities or not. Then test for equality variance (Levene's Test) and test for equality on means were conducted to find out which components of emotional intelligence are significantly different between males and females.

VI. RESULTS

Table 1 shows differences between mean scores of male and female in their emotional intelligence competencies. For self-awareness female (mean=11.54; S.D=1.216) revealed greater tendency in compare with male (mean=11.3; S.D=1.418). The second competency which is self- regulation received more tendency by female (mean=9.6; S.D=1.411) than male (mean = 8.7; S.D.= 1.753). Male disclosed higher level of motivation (mean=9.44; S.D=2.111) in compare with female (mean=8.46; S.D=1.644). The forth competency of emotional intelligence which is empathy scored higher by female (mean=9.68; S.D= 1.622). The last competency which is social - skills received more tendency by male (mean=9.98; S.D=1.532) than female (mean = 9.62; S.D. = 1.753).

But, result (Table 2) demonstrates that female were more emotionally intelligence (mean=48.90; S.D=3.945) in compare with male (mean=48.78; S.D=4.062).

Table1: Group Statistics (Emotional Intelligence Competencies)

	Gender	Mean	Std. Deviation
Self - Awareness	Male	11.3	1.418
	Female	11.54	1.216
Self-Regulations	Male	9.36	1.411
	Female	9.6	1.796
Motivation	Male	8.7	1.753
	Female	8.46	1.644
Empathy	Male	9.44	2.111
	Female	9.68	1.622
Social Skills	Male	9.98	1.532
	Female	9.62	1.783

Table2: Group Statistics (Emotional Intelligence)

	Gender	Mean	Std. Deviation
Emotional Intelligence	Male	48.78	4.062
	Female	48.90	3.945

Based on table 3 (Levene's Test), self - awareness (p-value = 0.214 > 0.05), self-regulations(p-value = 0.098 > 0.05), motivation (p-value = 0.969 > 0.05), empathy (p-value = 0.051 > 0.05), social skills (p-value = 0.099 > 0.05), and emotional intelligence (p-value = 0.904 > 0.05) are all homogeneous with different gender, because the variances are not different at =0.05.

Table 3: Levene's Test (Test for Equality Variance)

	Sig.
Self – Awareness	.214
Self-Regulations	.098
Motivation	.969
Empathy	.051
Social Skills	.099
Emotional Intelligence	.904

According to table 4 (Test for Equality on Means),self-awareness (p-value = 0.366 > 0.05), self-regulations (p-value = 0.459 > 0.05), motivation (p-value = 0.482 > 0.05), empathy (p-value = 0.525 > 0.05), social skills (p-value = 0.282 > 0.05) and emotional intelligence (p-value = 0.881 > 0.05) are all beyond = 0.05 which means that there is no significant differences in five competencies of emotional intelligence together with emotional intelligence as a whole construct between male and female.

Table 4: Test for Equality on Means

	Sig.(2-tailed)
Self – Awareness	.366
Self-Regulations	.459
Motivation	.482
Empathy	.525
Social Skills	.282
Emotional Intelligence	.881

Test of Normality

Normality assessment may be conducted using either a graphical or a numerical procedure. Whereas the former procedure relies on visual inspection, the numerical procedure relies on statistical tests. Graphical procedures include histograms and stem leaf, whereas numerical procedures include inferential tests, such as the Kolmogorov-Smirnov (K-S) test and the Shapiro-Wilk (S-W) test. This study opted for carrying out the numerical tests, because they offer the advantage of providing objective judgments, rather than a visual inspection. The Kolmogorov-Smirnov test is considered appropriate for samples larger than 2 000, whereas the Shapiro-Wilk test is deemed appropriate for samples ranging from 50 to 2 000. As the current study contained 100 usable responses, the Shapiro-Wilk test was the appropriate test to use. The results of the test, using SPSS, Version 20.0, are reported in Table 5 below

Table 5: Test of Normality

	Shapiro-Wilk		
	Statistic	Df	Sig.
Self – Awareness	.900	100	.000
Self-Regulations	.925	100	.000
Motivation	.943	100	.000
Empathy	.942	100	.000
Social Skills	.961	100	.005

According to the Shapiro-Wilk test, the null hypothesis (i.e. that no difference exists between the distribution of the data set and the normal distribution) was tested. In keeping with convention, the alpha level was set at 0.05. Such a hypothesis can only be rejected, if the value from the test is less than 0.05 (meaning that it is non-significant), the null hypothesis cannot be rejected. As table 5 shows, the p-value for all the items are smaller than 0.05. It implies that the null hypothesis is rejected. Therefore, the normal distribution of data is rejected. So, a non-parametric test was conducted for the further analysis.

HYPOTHESIS TESTING

The following hypothesis have been formulated and tested for the achievement of the research objectives:

Ho: There is no significant difference in an overall emotional intelligence across genders.

Mann-Whitney U test was performed to assess the gender differences in emotional intelligence among employees at their workplace.

Table 6 shows test statistics of Mann-Whitney U test for emotional intelligence.

Table 6: Test Statistics^a

	Emotional Intelligence
Mann-Whitney U	1243.000
Wilcoxon W	2518.000
Z	-.049
Asymp. Sig. (2-tailed)	.961

a. Grouping Variable: Gender

Table 6 shows the results of Mann-Whitney U test for overall emotional intelligence. The p-value (Table 6) of this test is 0.961 (which is more than = 0.05). The null hypothesis is rejected. Therefore, it can be inferred that there is a no significant difference emotional intelligence between males and females at their workplace.

Further, emotional intelligence was measured with five emotional intelligence competencies and these five Sub-hypothesis were formulating and testing through Mann-Whitney U test.

Ho (1): There is no significant difference in self-awareness across genders.

Ho (2): There is no significant difference in self-regulation across genders.

Ho (3): There is no significant difference in motivation across genders.

Ho (4): There is no significant difference in empathy across genders.

Ho (5): There is no significant difference in social skills across genders.

Table 7 shows test statistics of Mann-Whitney U test.

Table 7 : Test Statistics^a

	Self - awareness	Self - Regulations	Motivation	Empathy	Social skills
Mann-Whitney U	1124.000	1177.500	1208.000	1217.500	1112.000
Wilcoxon W	2399.000	2452.500	2483.000	2492.500	2387.000
Z	-.902	-.512	-.296	-.228	-.970
Asymp. Sig. (2-tailed)	.367	.608	.767	.820	.332

a. Grouping Variable: Gender

Table 7 shows the results of Mann-Whitney U test for five emotional intelligence competencies. According to table 7, self-awareness (p-value = 0.367 > 0.05), self-regulations (p-value = 0.608 > 0.05), motivation (p-value = 0.767 > 0.05), empathy (p-value = 0.820 > 0.05) and social skills (p-value = 0.332 > 0.05) are all beyond = 0.05 which means that there is no significant differences in five competencies of emotional intelligence between male and female at their workplace.

Table 8 (Summary of the Findings) is provided, to present the result of all tests to comprehend whether the research hypothesis are accepted or rejected.

Table 8: Summary of the Findings

Hypothesis	Result
Ho (1)	Accept
Ho (2)	Accept
Ho (3)	Accept
Ho (4)	Accept
Ho (5)	Accept

Based on findings, Self-awareness [Ho (1)], self-regulation [Ho (2)], motivation [Ho (3)], empathy [Ho (4)], and social skills [Ho (5)] are not significantly different between genders in IT industry.

VII. CONCLUSION AND DISCUSSION

The purpose of current research was to examine gender differences in five competencies of emotional intelligence (EI) as well as emotional intelligence as a whole construct. Meanwhile, current research shows that there are no significant differences in five competencies of emotional intelligence (self-awareness, self-regulation, motivation, empathy and social skills) together with an overall emotional intelligence between different types of gender.

The study concluded that there is no significant gender difference among the employees in IT industry of Delhi (NCR), India. These results are supported by previous studies which indicated that both the gender groups are similar regarding emotional intelligence (Castro-Schilo & Kee, 2010; Gurol, Ozercan, & Yalçin, 2010; Ngah, Jusoff & Abdul Rahman, 2009; Rastegar & Memarpour, 2009).

There subsists another slice of research which declares that Balci-celik and Deniz (2008) investigated the difference in emotional intelligence with regards to age and gender, they found no difference in emotional intelligence of boys and girls. BarOn (1997) asserts that there are no gender differences in terms of total emotional intelligence, nevertheless, difference may be found in some emotional capacities. No significant difference was found between male and females on emotional intelligence (Ciarrochi et al, 2001; Katyal & Awasthi 2005).

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