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A Research about Emotional Intelligence according to Gender

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ABSTRACT

Emotional intelligence is described as 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. Several publications have appeared on the subject of emotional intelligence. The main objective of this research is to examine whether there is any significant difference about emotional intelligence according to gender. In this study, 215 surveys were conducted. A Mann-Whitney test indicated that emotional intelligence was greater for females than males.

KEYWORDS: Emotional intelligence, EI, gender.

INTRODUCTION

It is required for the people in today's business world to have a specific IQ level and EQ to be attuned to uncertainties and changes they face. Some researches which analyzed the relationship between the success and the intelligence have been made so far. However, it has

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been realized that IQ is not enough to be successful in both business and personal life. Therefore, researchers in related field have started to research about emotional intelligence. The height of emotional intelligence is important to obtain information correctly, progress it, direct it to a specific aim, observe the results, and check it in a critical view. But it is not enough merely. With the action of EQ, logic and emotion start to act together and provide people to make correct decisions. People with high EQ is the ones who can have better relationships in their families and social lives, control themselves, understand the others, and express their thoughts well. So the effectiveness of both intelligence types brings the success. In our research, EQ is analyzed in the context of gender. The emotional intelligence levels of different genders have been compared and evaluated.

Literature Review

Emotion and Emotional Intelligence

The term of emotion has several definitions in related literature. According to Feldman (1996); emotion is defined as factors like happiness, hopelessness and sadness which affect behaviors and combine physical components with cognitive components. To Feldman; emotions are organized reactions. Sherer defines the most important functions of emotion in three groups; to prepare the individual to prompt, to shape their next behaviors, and to help organizing social relationships (Feldman, 1996: 98).

Intelligence has been defined in different meaning during history. The most often accepted definition is Wechsler's statement. To him, intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment (Wechsler, 1958).

Goleman (1996) explains emotion as a kind of sense and thoughts, physiological and biological attitudes peculiar to this sense and a series of behaviors tendency. Many authors have researches about basic emotional facial expressions. They generally name the basic emotions as anger, sadness, fear, happiness, love, surprise, disgust, and shame. While these emotional expressions can be seen on faces one by one, sometimes they unite and appear as a mixture expression on faces.

Izard (1999) submits that determining the basic priorities of emotion compromised by majority is more suitable than defining emotion. And based on this idea, he says that emotion researchers agree on that emotion contains expressions or motor components and at least performs a expressive activity on central nervous system. (Lewis and Havilan- Jones, 2003: 260).

Emotions are organized responses, crossing the boundaries of many psychological subsystems, including the physiological, cognitive, motivational, and experiential systems. Emotions typically arise in response to an event, either internal or external, that has a positively or negatively valenced meaning for individuals. The organized response of emotions is adaptive and can potentially lead to a transformation of personal and social interaction into an enriching experience (Mayer and Salovey, 1990: 776).

The origin of emotional intelligence is based on the term of social intelligence defined by Thorndike in 1920. He expresses social intelligence as the ability of understanding and managing individuals. And the term of emotional intelligence is firstly defined as emotion-focused coping skill of individuals by two psychologists, Peter Salovey and Mayer (1990) (Wong, 2002: 246). According to their integrated approach, because of the fact that the definitions of emotion differ, emotions can be defined as transducer organized reactions containing psychological systems which are empirical and based on motivation, physiological, and cognitive. They maintain that emotions act as intrinsic movements coordinating many psychological subsystems such as physiological reactions of individuals. EQ (Emotional quotient) definition of Mayer and Salovey (1990) is explained in detail. According to their definition, the components of EQ are as follows (Mayer, Di Paolo and Salovey, 1990: 780):

- Understanding emotions; realizing relationships between senses and emotions; understanding complicated senses, realizing switching between emotions.
- Managing emotions; the ability of distinguishing emotions, observing and supervising emotions on both individual's own and others, destroying negative emotions and strengthening positive ones.
- Defining emotions; defining emotions on both individual's own and others (Güllüce, 2010).

Emotional intelligence was described formally by Salovey and Mayer (1990). They defined it as “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 and Salovey, 1990).

According to Yaylacı (2006: 49), emotional intelligence is:

- Not the opposite of the intelligence. To be able to think more logically we need our senses, signals of our emotions; to use them more effectively we need a rationalist brain. It is important to make heart and brain work together.
- Connecting with emotions or letting them completely free is not behaving unrestrainedly or impulsively. And it is not suppressing or controlling but using the correct emotion at the correct time.
- Not being good or kindhearted. Sometimes individuals with emotional intelligence need to say unpleasant things in relationships.
- Not a fact only about personal improvement. Skills related to emotional intelligence are about empathy, active listening, conflict, dialogue management –mostly- work success and performance.
- Not an activity to increase performance or provide discipline for individuals. It is not software which shows some differences immediately. Individuals can learn a new word or a new operation in an hour. But learning to manage their anger or excitement can take a long time. Emotional intelligence is a process which lasts during lifelong.

In the light of these explanations, it is possible to explain emotional intelligence as a process of strategy development which creates positive energy and effect in individuals’ lives and as a process of understanding both individuals’ owns and others’ emotions, defining, and controlling them (Yaylacı, 2006: 49).

It is seen that two different approaches appear related to the term of emotional intelligence in researches. One of them is “ability approach” and the other is “integrated approach”. While the ability approach defines emotional intelligence as a group of abilities, the other defines emotional intelligence ability together with social skills, features and behaviors (Çakar and Arbak, 2004).

It is quite possible for the people who know her/his emotions and understand emotional clues correctly-for instance, people expressing themselves without destroying norms even they know they are angry- to be effective individuals. A simulation work demonstrates that students who can know their emotions and differ them from each other make more beneficial investment decisions. And in another research, the researchers have analyzed the successes and failures of eleven prime ministers of the U.S.A from Franklin Roosevelt to Bill Clinton and evaluated them on six facts: communication, political skills, vision, cognitive style and emotional intelligence. As a result of this research, it has been seen that the main difference between the ones who succeed and the ones who failed is emotional intelligence (Robbins and Judge, 2012: 113).

A well- known model related to emotional intelligence has been developed by Bar-On. This model is a mixture model which combines some cognitive skills such as self-consciousness and some cognitive characteristic such as self-respect, and mood (Çakar and Arbak, 2004). In Bar-On model emotional intelligence is explained on five main aspects –personal aspect, interpersonal aspect, adaptability, overcoming the stress, and general psychology- and fifteen sub-aspects based on these five main ones. Bar-On maintains that emotional intelligence skills can change in time during the life long and it can be improved by several education and improvement programs. Also, he claims that theses aspects have a structure to bring into open the potential emotional intelligence in individuals rather than performing it (Günlü and Erkuş, 2008: 192).

Especially following competences is determinant for EQ (Çetinkaya and Alparslan, 2001: 367):

- Self-consciousness: It means that individual know his/her emotions, needs, targets and make own decisions and realize his/her power and sources.
- Self-management: It means that individual manages his/her emotions by controlling them. He/she is saved from being slaves of his/her emotions but can shape them.
- Motivation: Self motivating is the willing of being always successful and controlling the excitement. This ability is quite beneficial especially in the case of emerging difficulties and occurring the things against individual's desire.

- Empathy: It means individual can understand others' emotions, needs, worries and put him/herself into their positions. Understanding them is to accept them the way they are and respect their emotions, behaviors and thoughts.
- Social Competence: It contains being able to connect with others and make these relationships valid for a long time. Besides good relationships between people, forming a group, creating the group spirit, and showing ability to manage the group also occur by this competence.
- Communication Skill: Good communication skill is an essential fact for EQ. This idea can be explained in two ways: The first is the skill of self-expressing clearly, and the second is listening to others carefully at the same time.

Also, emotional intelligence provides individuals firstly to understand their own emotions, and manage them. Besides that, it is a term giving opportunities to improve self-confidence for understanding others' emotions, developing empathy and increasing motivation. So, the interest of emotional intelligence, and improvement of emotional intelligence has increased nowadays. When we observe successful organizations today, it is seen that not only the intelligence level height has developed but also their technical and logical capacities for productivity growth or customer satisfaction level heights. It must be said that besides cognitive intelligence, individuals who have high emotional intelligence, and developed social sides, and can manage their emotions have important attributions to this success.

Cognitive Intelligence and Emotional Intelligence

IQ is defined as the intellectual, analytical and rational skills of an individual and according to the researchers in related field, intelligence is "the ability of abstract thinking", "the ability of having good reaction", "the capacity of advising, adjudication and critising", "personal knowledge bank", "individual's memory", "vocabulary", "brain coordination", "the ability of knowing right from wrong", "the ability of solving problems and defining logical relationships", "acting for individual's aim, thinking rationally, communicating with the environment effectively", "choosing, shaping the environment and necessary skills to adopt it", "The ability of adopting the environment, lessening from experiences" (Aslan, 2013).

IQ and EQ have a complete mutual dependency relationship. These two term are not opposite of each other but they are different competences (Goleman, 2013). The main differences between IQ and EQ can be explained as follow (http://www.siviltoplumakademisi.org.tr/index.php?option=com_content&view=article&id=838:gencliin-oencelikli-haklar-&catid=47:stadan-haberler&Itemid=120):

- IQ is used to define some progress forced on brain which is far from social environment focused on mind. EQ defines the individual who is in social relationships.
- If IQ is math then EQ is psychology.
- If IQ is defined as finding alternative solution ways for a problem, EQ is defined as the ability of finding new adaptation ways and managing emotions in trouble.
- If IQ is a laboratory, EQ is the life.
- While IQ has an upper limit by birth, is a projection of the faith on human brain, EQ is not about the faith that much. It is a skill that can be improved with individual's effort and learning managing emotions on both him/herself and others.
- IQ demonstrates individual's intelligence quotient and evaluates intelligence functions. But EQ shows emotional syntheses, determination and functions.

Emotional Intelligence and Gender

Goleman (1995) has some generalizations about the relationship between gender and emotional intelligence as a result of his researches. Males with high emotional intelligence are extravert, balanced socially, cheerful, and unfearful. They like having responsibilities and attaching. They are at peace with both themselves and the world they live. Besides that, females with high emotional intelligence are the people who can express themselves and their emotions easily and are optimists. They are extravert, cheerful, meeting new people easily (Goleman, 1995).

Undeveloped emotional intelligence causes some problems in interpersonal relationships especially in male-female relationships. While females are more successful at verbal or nonverbal communications, understanding emotions, expressing themselves and their

emotions, and telling them, Males have ability to decrease their emotions such as fear, pain, guilt (Tuğrul, 1999: 17).

There are many researches about emotional intelligence and gender in related literature. As a result of these researches, it has been appeared that there is relationship between empathy and gender mostly. Feshbach (1968), Köksal (1997), Hoffman and Levine (1976) in their researchers have found that females are more empathic and show more emotional reactions in contrast with males. Steven and Howard (2011) claims that females have higher attention about social responsibilities and empathy in everywhere around the world.

Another research is about comparing emotional intelligence in term of gender (Goleman, 1995):

Males with high EQ have a wide intellectual interest and series of skills. They are ambitious, productive, steady, not worrying personal problems, critical, rigorous, self-righteous, undemonstrative, and shy about sexuality and emotional experiences, cool about sensuality. However they are extravert, balanced socially, cheerful, and unfearful. They take attention for their features such as attaching to others, taking responsibilities, having ethical views. They are lovely and interested to others. They have generous but controlled emotional lives. They are at peace with both themselves and the world they live.

Females with high emotional intelligence have intellectual confidence and aesthetic interests as being expected. They can express their thoughts clearly. At the same time, these kind of females can analyses themselves and are tend to worry, think deeply, and they avoid to express their anger clearly. These females can make themselves case, express their emotions directly, find a meaning in life and are optimist. Also, females with high emotional intelligence can express themselves and their emotions easily and are extravert, cheerful.

The factor of Emotional Intelligence in Management

Subjects such as the situations and duties of employees in an organizations, and their expectations from the organization, or expectations of the organizations from them require to exploit several scientific disciplines. Today's management conception buys into the idea claiming that not only cognitive intelligence is enough but also understanding emotions poisedly. Nowadays, it is not accepted the conception of negative, disincentive, limiter

management. The management buying into participative conception, and based on producing service/product and costumer worth, and having employees improving themselves constantly is preferred (Yalçın, Şeker and Bayram, 2014: 87).

Emotional Intelligence which provides individuals to feel better emotionally and physically is used as an important means in improving good relationships between employees and employers, and in increasing productivity and optimism among the employees. If it is considered that individuals with emotional intelligence are creative and the creativity is one of the most important features of entrepreneurs, it can be clearly said that emotional intelligence features are effective on entrepreneurial behaviors (Codier, Freitas and Muneno, 2013: 26). Also, emotional intelligence has importance for retention of employee, communication in organization, workplace safety, customer satisfaction, quality, employee turnover rates, and the immediate adaptation of the organization to changes (Gül and İnce, 2014).

Objectives

The main objective of this research is to examine whether there is any significant difference about emotional intelligence according to gender.

Testing of Hypothesis

H₀: There is a no significant difference about emotional intelligence according to gender.

MATERIALS AND METHODS

The main scale used to measure emotional intelligence is Chan's (2006) EI12 scale. The survey questionnaire is used as a research instrument which captures the general information about the emotional intelligence level of the employer using five-point Likert Scale ranging from 1 being "Not Important" to 5 "Most Important". The total number of questions asked are 12.

The original scale was implemented to Turkish by Konakay (2013). The implemented scales Cronbach Alfa coefficient was found as 0,813 (Konakay, 2013: 131).

In this study, the survey has been conducted as face to face survey and the researchers has managed to have 215 working surveys.

The below table shows the descriptive statistics of the respondents depending on their sex.

Table 1: The descriptive statistics of the respondents.

Females		Males	
N	N %	N	N %
103	47,9 %	112	52,1 %

The statistical software, Statistical Package for the Social Sciences (SPSS) version 20.0 has been used to perform all statistical calculations.

RESULTS AND DISCUSION

The data obtained has been scanned for differences according to gender. In order to determine the test method, Shapiro-Wilk Test is conducted to understand if the dependent variable is normally distributed. The results show that for the "male" and "female" participants the dependent variable, "emotional intelligence" was not normally distributed. Given that $p = .001$ for females, $p = .000$ for males – and using $\alpha = .005$ – we would conclude that each of the levels of the independent variable are not normally distributed. Therefore, the assumption of normality has not been met for this sample.

A Mann-Whitney test indicated that emotional intelligence was greater for females than males, $U = 4998.5$, $p=0.91$, $r=0.115$.

Therefore it can be concluded that there is a significant difference about emotional intelligence according to gender and females' emotional intelligence was greater than males.

Conclusion

The term of Emotional Intelligence, which is described as the ability of perceiving emotions, producing them for helping to think and the ability of regulating them to improve intellectual and emotional growing by Mayer and Salovey (1997), has a serious importance among the recent intelligence researches. Genders, which have different features emotionally, physically

and hormonally, have different behaviors and attitudes in their professional lives with the effect of their characters. Different genders have different professional life views and different balance perceptions between emotions and mind. Emotions are a vital factors for each individual to make correct decisions, to act against problems correctly, and to reach the success whatever their educations, growing environments and experiences are. That's why, emotions have an important place in work life.

Here in this point, our research has been prepared to evaluate emotional intelligence and gender together, and to analyze whether emotional intelligence differs from gender to gender. According to the research results, it has been seen that there is a difference between the emotional intelligence of males and females and that females have higher emotional intelligence than males. Emotional Intelligence differs among genders. In many researchers conducted to analyze the relationship between emotional intelligence and genders, a certain consensus have not been built about whether the gender is a factor to create a meaningful difference on emotional intelligence. In many research like our research, it has been seen that females have higher emotional intelligence than males (Gürbüz ve Yüksel, 2008: 187, Erdoğan, 2008:69, Petrides ve Furnham, 2006: 554).

On the other hand, in some researches although not yet so much (Çelik ve Deniz, 2008: 380, Acar, 2002: 60, Canbulat, 2007: 194, Acar, 2007: 133) it has been seen that gender does not create a difference on emotional intelligence. Because the fact that it has been seen that there is no any recent research in this field in literature for last 7-8 years, It has been found helpful to analyze this subject especially on these days when we can see the intensive effect of Generation Y.

Emotional Intelligence is the indivisible part of social and cognitive intelligence and it can be improved. Emotions, the effective using of emotions, and managing emotion support individuals to make correct decisions and increase their motivations. Notwithstanding genders, if both males and females employees value their emotions, learn their emotional intelligence abilities, and then apply them, it will be easy to reach success in the Professional life.

There are some explanations in the literature about that some other demographic features (age and education, marital status, having kids, etc.) affect emotional intelligence beside genders.

In this way, emotional intelligence can be analyzed with other factors. According the research results, the possible advices for other works can be defined as to make the research with a larger group, to analyze data by comparing subjects belonging to different generations, and to analyze emotional intelligence and social intelligence together.

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