

## **An Analysis of the General and Gender Difference Regarding Emotional Intelligence among Employees: Evidence from Government and Non-Government Organizations of Hyderabad**

Anisa Gul Bhatti

### **ABSTRACT**

Emotional Intelligence is very important at workplace. Present study was conducted to investigate the “gender difference in Emotional Intelligence in Government and Non-Government employees of Hyderabad”. The sample is composed of 100 respondents (i.e. 50 Government and 50 Non-Government employees). Emotional intelligence Scale as developed by Schulte, et al (1998) used to collect the data for this research. Data collected were analyzed statistically. The mean of Government employee score is 26.06 and the mean of Non-Government employee score is 29.06. The Standard deviation of Government employee score is 3.685. The Standard deviation of Non-Government employee score is 4.109. The t-value among the scores of Government and Non-Government employees are 0.019, indicates non-significant level (i-e  $P > 0.10$ ). The t-value of the scores of male and female employees of Government and Non-Government employees are 0.024, and 0.035 respectively, indicates non-significant level (i-e  $P > 0.10$ ). This research finding proved that both Government and non-Government employees have no difference in emotional intelligence and there is non-significant difference in emotional intelligence in male and female employees of Hyderabad.

**JEL. Classification: J24, O34.**

**Keywords:** Emotional intelligence, Emotional competencies, Intelligence quotient and Emotional quotient.

## **1. INTRODUCTION**

### **1.1 Background**

Emotional Intelligence is “the ability to perceive emotions, integrate emotions to facilitate thought understand emotions, and to regulate emotions to promote personal growth, (Mayer et al. 1999). Emotional Intelligence consists of two domains, ability and personality. The domain of ability emotional intelligence includes cognitive abilities regarding emotions (Mayer et al 2000a, 2000b). The domain of trait or personality emotional intelligence focuses on control of impulses, optimism, and assertiveness (Petrides and Furnham 2001). The word emotion is Latin word which is “emover” means to move, to excite or agitate This word is used in modern times for expression of love, hate, attraction, anger or any other kind of feeling. Emotions are important for business as well as personal relationships. Affective, personal and social factors are included to non-intellective as well as intellective elements. Non-Intellective elements are helpful for person to predict other ability of person for success in life. Emotional intelligence is lifelong learned process through experiences as person become mature his emotional competencies would be lead to happy life and would be better perform at workplace. Through emotional intelligence an employee become well in their work, move, creative and its results in overall better productive at workplace.

Emotional intelligence is important key construct in today’s Psychology; it has linked with aid of lavish interpersonal media attention. It is scientific understanding that emotional intelligence

is key construct helpful for person to train their emotional skills as well as for living as more fulfilling and productive. Emotional intelligence has own importance due to management of emotions of person in modern society (Zeidner, Matthews and Roberts 2004). It is fact that emotional intelligence can be improved and by trained in various places like schools, (educational systems, occupational and personal place where emotional intelligence program can launch for increase emotional intelligence in peoples. Principles of emotional intelligence provide a new way of person to understand and assessment of emotions, behavioral management style, attitudes of person and interpersonal skills that are very important for development of any organizations or workplace. Emotional intelligence has very much important in any organization for recruitment of jobs, selection of employees, management of organization, relationship of customer and services. Emotional intelligence is based on performance theory that is merit based (Goleman 1998). There are two models of emotional intelligence which are mental ability model and mixed model (Zeidner, Matthews and Roberts 2004).

Past researches shows the comparison of men and women in a way that an ability emotional intelligence women obtain high score as compare to men (Barchard 2001; Meyer and Geher 1996; Mayer, Salovey, Caruso 2000a; Mayer, Salovey and Caruso 2000b). A research also shows that women are more emotionally intelligence than men (Beisecker and Barchard 2004). Past researches indicated that girls have higher interpersonal skills than boys (Mayer, Caruso and Salovey 1999; Palmer et al. 2003). A study conducted on adolescents regarding gender and age difference in emotional intelligence, its results shows that gender not age was correlated with emotional intelligence. Gender and age have an importance on emotional intelligence, as males have high score in intrapersonal intelligence as compare to female, while female has high score on interpersonal intelligence. Female were more active in building relationship with their utilizations of emotions as well as regulating emotions. Female are more emotionally aware and have high level of interpersonal skills of intelligence (Palmer et al. 2003). Individuals who have skills for coping in activities of life, they are also productive thinkers with ability of affective awareness (Abraham 1999). Usually people with more emotional intelligence possesses more life satisfaction, more ordered, optimistic, warm, and prosperous and partake in others emotions (Salaski and Gartwright 2002). It is beneficial in many ways for any organization that their selection of employees would be on the basis of high level of emotional intelligence. Emotional intelligence is based on performance theory which includes all abilities related to cognitive and affective skills (Goleman 1998). Employee who are emotionally intelligent they have performed better in organization that is why emotional intelligence is important for any organization (Law, Wong and Song 2004).

Employee who are less/lack of emotional intelligent, possess affected from turnover, burnout, show bad attitude, poor performance, and in stressed mood. So obviously the role of emotional intelligence is important in workplace. A study found that in professional and personal settings women has high scores on their emotional intelligence as compare to men (Mayer and Geher 1996; Mayer, Caruso, and Salovey 1999 and Mandel and Pherwani 2003). There is no gender difference in emotional intelligence, overall levels of emotional intelligence in men and women are equal (Goleman 1998). Intelligence generally measured by intelligence quotient and related tests, it has importance as same as interpersonal and intrapersonal intelligence (Gardner 1983). The personal and social skills that lead to superior performance at workplace are known as emotional competence. It is linked to emotional intelligence, for example at emotional competent person has ability to recognize by another person accurately with the help of emotional intelligence at certain level. There is low emotional as well as high emotional quotient found by (Singh 2002). Low emotional quotient leads unhappiness feelings like anger,

bitterness, dependence, depression, disappointment, emptiness, failure, fear, frustration, guilt, lethargy, instability, obligation, resentment, and victimization. High emotional quotient leads happiness feelings like appreciation, autonomy, awareness, balance, contentment, desire, elation, freedom, friendship, fulfillment, focus, motivation, peace, self-control, and satisfaction. There is difference in emotional quotient and intelligence quotient. In Intelligence quotient one can measure cognitive abilities of a person that related to one's environment, and its situations, whereas emotional quotient measures one's emotions as well as cognitive skills. Emotional intelligence plays important role in workplace in areas of retention, it reduce turnover of employees because employees don't leave their job as they easily manage people with their emotional competencies. Emotional intelligence is important in leadership in workplace; it helps to leader to do their jobs effectively with the help of their effective interpersonal skills.

## **1.2 Purpose of the Study**

The main purpose of present study was to investigate and analyze the general difference and gender difference regarding emotional intelligence among employees of Government and Non-Government organizations of Hyderabad.

## **1.3 Hypotheses**

**H1:** There would be non-significant difference of in Emotional intelligence among male and female employees of Hyderabad.

**H2:** There would be non-significant difference in emotional intelligence in employees of Government and non-Government organizations of Hyderabad.

## **2. METHOD**

### **2.1 Sample**

Study sample is composed of 100 respondents, i-e (N= 50) Government employees and (N=50) Non-Government employees among them (N=25) male and (N=25) female from each of both organizations of Hyderabad. All respondents are educated and belong to Hyderabad city. Sample has included Government as well as non-Government employees such as teachers, doctors, clerks, computer operators, Psychologist, Assistants, Librarians, nurses, Office-Superintendents, managers, judges, law officers, District officers, Directors, receptionist, Accountants, and Clinical Psychologist. Simple random sampling was used for data collection. All respondents are under the age of 26-to 56. All respondents have Bachelor, Masters, M.Phil and Ph.D. degrees.

### **2.2 Instrument**

For the purpose of present study "Emotional Intelligence Scale" used as Research Instrument. Emotional Intelligence Scale developed by Schulte, Malouff, Hall, Haggerty, Cooper Golden and Dornheim (1998) was used. It consists of 33 items. This short scale measures all four aspects of emotional intelligence such as: To perceive or sense emotions, Use emotions to assist thoughts, Understand emotions and Manage emotions. The questionnaire contains 2 points rating scale (yes or no) with higher scores indicating a higher level of emotional intelligence for questions 5, 28, 33 reverse scoring is required.

### 2.3 Procedure

For the purpose of present research sample was taken from Government as well as non-Government organizations of Hyderabad, which randomly consisted of male and female employees. After permission and cooperation / willingness of employees; research questionnaires were distributed among employees. In this way Emotional Intelligence Scale was distributed to all 100 respondents of i-e 50 Government and 50 Non-Government employees of Hyderabad. The Questionnaire was individually administered. The Questionnaire has 33 items having two response categories are “Yes”, and “No”. The obtained scores were analyzed by statistically methods of Mean, Standard Deviation and t-value. All Questionnaires were filled easily by respondents; they easily understood the statement of instrument / questionnaire.

### 3. ANALYSIS OF RESULTS

Results of the study were analyzed statistically as by mean, variances, standard deviation and t-value, as shown in Table: 1, Table: 2 and Table:3

In results from Table: 1, 2 and 3 t-value shows non-significant difference in emotional intelligence among male and female employees of government and non-government organizations of Hyderabad. By calculation of respondent's scores on emotional intelligence scale, the score of all respondents (25 male employees and 25 female employees) each from of both organizations indicated that both are equally emotionally intelligent that why the finding is of no difference among them.

**Table:1. Gender, number, Mean, Standard Deviation and t-value of Government employee's Scores on EIS**

Gender	Number of employees	Mean	S.D	t-value
Male employees	25	27.32	5.464	*0.024
Female employees	25	24.8	4.96	

Note: \* Non-significant,  $p < 0.10$ , it means there is no difference in Emotional Intelligence among Male and Female employees of Government Organizations of Hyderabad.

**Table:2. Gender, number, Mean, Standard Deviation and t-value of Non-Government employee's Scores on EIS**

Gender	Number of employees	Mean	S.D	t-value
Male employees	25	29.56	5.912	*0.035
Female employees	25	28.56	5.711	

Note: \* Non-significant,  $p < 0.10$ , it means there is no difference in Emotional Intelligence among Male and Female employees of Non-Government Organizations of Hyderabad.

**Table: 3. Gender, number, Mean, Standard Deviation & t-value of Government & Non-Government employee's Scores**

Gender	Number of employees	Mean	S.D	t-value
Government employees	50	26.06	3.685	*0.019
Non-Government employees	50	29.06	4.109	

Note: \* Non-significant,  $p < 0.10$ , it means there is no difference in Emotional Intelligence among Government and Non-Government employees of Hyderabad.

#### 4. DISCUSSION AND CONCLUSION

The purpose of present study was to evaluate the “Gender Difference of Emotional intelligence among Male and Female employees of Government and non-Government organizations of Hyderabad”. Present research confirms following hypothesis:

**H1:** There would be non-significant difference of in Emotional intelligence among male and female employees of Hyderabad.

**H2:** There would be non-significant difference in emotional intelligence in employees of Government and non-Government organizations of Hyderabad.

The present study i-e Gender Difference of Emotional intelligence among Male and Female employees of Government and non-Government organizations of Hyderabad shows following:

Findings are supported by some previous research findings such as women shows higher level of their competencies at home (having high interpersonal intelligence); while male at work (having high intrapersonal intelligence), but overall they are equal on total emotional intelligence.

There is no gender difference between male and female regarding overall emotional and social competencies though both gender groups do show slight difference in some domain, (Mathews, Zeidner and Roberts 2004). There is no gender difference in emotional intelligence although men and women have different profiles of strengths and weaknesses in different areas of emotional intelligence, overall level of emotional intelligence are equivalent (Goleman 1998). Similar results that there is no significant difference in emotional intelligence in man and women found by (Aquino 2003; Bar-on 1997; **Baron, Brown, Kirkacaldy and Thome 2000**). During this study it came to know that females were more cooperative than male. It was noted that rate of late marriages increased in highly educated females.

#### 5. RECOMMENDATIONS

Future research should be conducted on the basis of demographic differences of employees such as service experience / years of experience, age wise, socio-economic condition base, marital status base and higher education /degree base difference on overall emotional intelligence, there might be difference in results of research on the basis of above factors studying by separately in single research.

**REFERENCES**

- Aquino, A. E. 2003. *Diferencias de Genero y Edad en la Inteligencia Emocional de un Grupo de Internanutas. Gender differences and Age in a Group of Web Browser's Emotional Intelligence*. Unpublished Thesis. Universidad Inca Gracilazo de la Vega. Faculated de Psicología y Ciencias Sociales. Lima-Peru.
- Abraham, R. 1999. Emotional intelligence in organizations: A conceptualization. *Genetic, Social, and General Psychology Monographs*, 125, 209-227
- Brackett, M. A., S. E. Rivers, S. Shiffman, N. Lener, and P. Salovey. 2006. Relating Emotional Abilities To Social Functioning: A Comparison of Self-Report and Performance Measures of Emotional Intelligence. *Journal of Personality and Social Psychology*, 91, 4, 780-795.
- Bar-On, F., J.M. Brown, B. Kirkcaldy and E. Thome. 2000. Emotional Expression and Implications for Occupational Stress: An Application Of The Emotional Quotient Inventory (EQ-I). *Personality and Individual Differences*, 28, 1107-1118.
- Barchard, K.A. 2001. The Relation of Emotional Intelligence to Academic Success. Poster presented at the May 2001 convention of the Western Psychological Association, Hawaii.
- Baron, R. 1997. Bar-on Emotional Quotient Inventory: Technician Manual. Toronto Canada: Multi-Health System Inc.
- Beisecker, M. and K.A. Barchard. 2004. *Sex Differences in Ability Measures of Emotional Intelligence*. Poster presented at the Western Psychological Association Annual Convention, Phoenix, Arizona.
- Gardner H. 1983. *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books
- Goleman, D. 1998. What makes a leader? *Harvard Business Review*, 76(6), 93-102.
- Law, K.S, C.S. Wong and L.J. Song. 2004. The Construct and Criterion Validity of Emotional Intelligence and Its Potential Utility for Management Studies. *Journal of Applied Psychology*, 89, 483-496.
- Mayer, J.D, and G. Geher, 1996. Emotional Intelligence and the Identification of Emotion. *Intelligence*, 22: 89-113.
- Mayer, J.D., D.R. Caruso and P. Salovey. 1999. Emotional Intelligence Meets Traditional Standards For Intelligence. *Intelligence* 27(4): 267-298.
- Mayer JD, P. Salovey, D.R. Caruso. 2000a. Emotional Intelligence As Zeitgeist, As Personality, and As A Standard Intelligence. In *Handbook of Emotional Intelligence*, ed. R Bar-On, JDA Parker, pp. 92–117. New York: Jossey-Bass

- Mayer JD, P. Salovey, D.R. Caruso. 2000b. Models of Emotional Intelligence. In Handbook of Intelligence, ed. RJ Sternberg, pp. 396–420. Cambridge, UK: Cambridge Univ. Press
- Mathews, G., M. Zeidner and R. D. Roberts. 2004. Emotional Intelligence: Science and Myth. Cambridge, UK: MIT Press.
- Mendel, B., and S. Pherwani. 2003. Relationship between Emotional Intelligence and Transformational Leadership Style: A Gender Comparison. *Journal of Business and Psychology* 17(3): 387-404
- Petrides KV, A. Furnham. 2001. Trait Emotional Intelligence: Psychometric Investigation With Reference To Established Trait Taxonomies. *Eur. J. Personal*, 15:425–48
- Palmer, B.R., L. Gardner, C. and Stough. 2003. *The relationship between emotional intelligence, personality and effective leadership*, 5th Australian Industrial & Organizational Psychology Conference, Melbourne.
- Salaski, M., S. Gartwright. 2002. Health, Performance and Emotional Intelligence: An Exploratory Study of Retail Managers, 8, 63 68. (Retrieved from <http://www.interscience.Wiley.com>)
- Singh, D. 2002. *Emotional Intelligence at Work: A Professional Guide*. New Delhi: Sage Publications,.
- Schutte, N. S. , J.M. Malouff, L.E. Hall, D. Haggerty, J.T. Cooper, C. Golden, and L. Dornheim. 1998. Development and Validation of a Measure of Emotional Intelligence. *Personality and Individual Differences*, 25, 167-177.
- Zeidner, M., G. Matthews, and R. Roberts. 2004. Emotional Intelligence in the Workplace: A Critical Review. *Applied Psychology: An International Review*, 53 (3), 371-99.

## ACKNOWLEDGEMENT

Paper was presented in “1st International Conference on Global Sustainable development (1st ICGSD-2013), held on 27-28, February, 2013”.

Author(s) would like to thank the editors and anonymous referees for their comments and insight in improving the draft copy of this article. Author(s) further would like to declare that this manuscript is original and has not previously been published, and that it is not currently on offer to another publisher; and also transfer copyrights to the publisher of this journal.

## DECLARATION

The material presented by the author (s) do(es) not necessarily represent the viewpoint of editors and the management of Khadim Ali Shah Bukhari Institute of Technology (KASBIT) as well as the author’s institute.

**ABOUT AUTHOR(S)**

1. Anisa Gul Bhatti is Lecturer at Government Girls (Zubeda) College, Hyderabad Gold-medalist, Postal Address: H.No: A-141, Street. No.5, Abdullah Town, Qasimabad Hyderabad, Mob: 0333-2015244, Email: gulanisa23@yahoo.com

Received: 08-02-2013; Revised: 23-02-2013; Accepted: 30-12-2013; Published: 31-12-2013