

Emotional Intelligence as A Function of Gender and Culture

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Received
17 Dec. 2014

Reviewed
20 Dec. 2014

Accepted
25 Dec. 2014

The present study aimed to investigate emotional intelligence as a function of gender and culture. Total 600 students (300 boys and 300 girls) of 10th class were taken, from two types of cultures, (i.e. tribal and non-tribal) and administered Emotional Intelligence Scale of Meharchandani, Singh & Verma (2014). MANOVA results demonstrate that boys scored higher on self regulation and social awareness dimension of emotional intelligence than girls. Non-tribal students scored higher on self motivation while tribal students were higher on social awareness than their counterpart cultural group. Interaction effect was found to be significant in the cases self awareness, self regulation, social skill, and social awareness, dimensions of emotional intelligence.

INTRODUCTION

Emotional intelligence (EI) is relatively a recent development in the area of intelligence as well as in affective science. Researches become increasingly dissatisfied with the fact that general intelligence is correlated very poorly in predicting the life success and adaptation of individual to his environment. Salovey and Mayer (1990 & 1997) proposed a theory of emotional intelligence as the ability to: (a) per-

ceive and express emotion, (b) use emotion to facilitate thought, (c) understand and reason with emotion, and (d) regulate emotion in the self and others. These researchers conceptualize EI as a mental ability that pertains to an individual's capacity to process and reason with and about emotion-laden information.

Bar-on (1997) characterized emotional intelligence as "an array of non-cognitive capabilities, competencies and skills that influence one's

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ability to success in coping with environment demands and pressures". Goleman (1995) stated that if IQ contributed to 20% of life success, the remaining 80% has been filled by EQ. Emotional intelligence has been a positive and exciting topic with enormous implication for education.

Goleman (1995) reports that emotional literacy programs improve children's academic achievement and school performance. Emotional understanding predicts children's social competence (Kagen, et al, 1995; National Education Goal Panel, 1998; Carlton & Winsler, 1998). Gottman (1997) has noted that emotional and social measures of intelligence are better predictors of school success.

Studies have linked EI to sex (Ge, Conger, & Elder, 2001), age (Fernandez & Rodriguez, 2003), location of residence (Conger & Elder; 2000). These studies demonstrate that further examination of EI in relation to demographic factors proved useful to those searching for insight into adolescent emotional, social, and psychological development (Chan, 2005; Harrod, 2010).

Non-significant gender differences in emotional intelligence has been reported by some researchers (Tyagi, 1996; Brackett & Mayer, 2003; Tiwari & Srivastava, 2004; Browne & Schutte, 2006). However, significant gender differences in emotional intelligence has also been reported by another group of researchers (Brackett, 2001; Day & Carroll, 2004; Goldenberg, et al., 2006; Young, 2006; Osborne, 2009). Females have been reported to have higher emotional intelligence than that of males (Bhosle, 1999; King, 1999; Sutarso, 1999; Wing & Love, 2001; Singh, 2002;

Brackett et al., 2004; Katyal & Awasthi, 2005). We know that acculturation plays very important role and affects thinking and behavior of individual also, acculturation process of boys and girls are different, therefore, difference between boys and girls on EI may be explained on the barrier of acculturation differences between boys and girls on emotional intelligence may be explained on these bases of acculturation differences between boys and girls.

Against this backdrop, the present study was designed to verify the hypotheses that (i) there would be significant difference between boys and girls on different dimensions of emotional intelligence, (ii) there would be significant difference between tribal and non tribal students on different dimensions of emotional intelligence, and (iii) there would be significant interaction effect of gender and culture on different dimensions of emotional intelligence.

Method

Sample: Independent variables of the present study were culture and gender, and thus, a 2×2 factorial design was opted taking two types of culture (i.e. tribal and non-tribal) and two genders (i.e. boys and girls). The dependent variables were five dimensions of emotional intelligence. There were 150 subjects in each cell of the design, and therefore, a total of 600 subjects were studied.

Tool : A reliable and valid Emotional Intelligence Scale developed by Meharchandani, Singh & Verma (2014) was used to assess EI of the subjects. The item of the scale are re-

lated to five dimensions of EI, i.e. self awareness, self regulation, self motivation, social skill, and social awareness.

RESULTS

To examine the effect of gender and culture on five dimensions of emotional intelligence multivariate analysis of variance (MANOVA) was employed. Box's M was 168.38, F ratio was 3.68 ($p < 0.001$). It indicates that observed variance matrices of 5 dimensions of emotional intelligence were not equal across the groups formed on basis of

gender and culture. Therefore, it was decided to increase the level of norm for accepting the alternative hypotheses. Wilk's Lambda were to be .946 for gender, .969 for culture and .901 for interaction of gender and culture which were significant at 0.001 level. They clearly indicate overall significant impact of gender, culture and their interaction on self awareness, self regulation, social skill and social awareness. Average scores on the five dimensions of emotional intelligence of two genders and two cultural groups are given in following table. Obtained F ratios are also given in the table.

Table: Average EI scores of subjects on the five dimensions along with f ratio (univariate results)

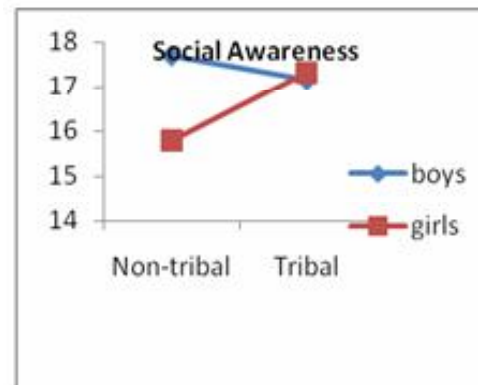
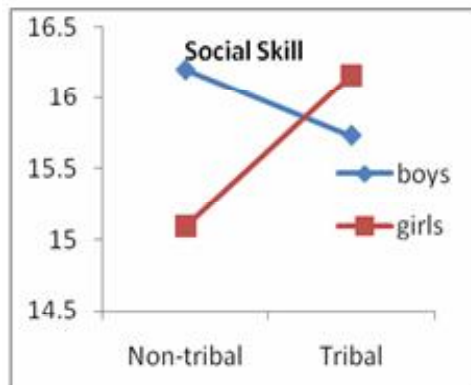
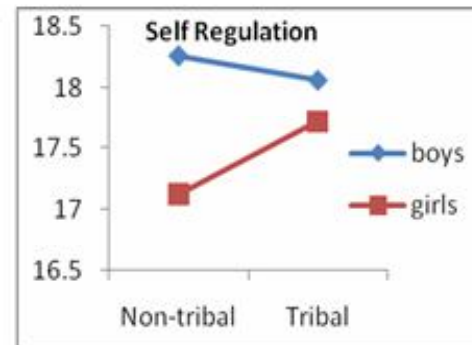
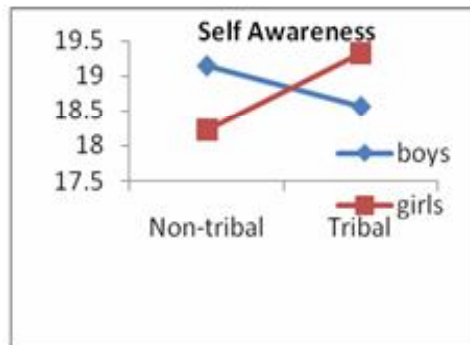
Factors	Boy	Girl	F Ratio	Nontribal	Tribal	F Ratio	Nontribal male	Non tribal female	Tribal male	Tribal female	F Ratio
Self awareness	18.857	18.786	0.22	18.687	18.956	3.113	19.14	18.23	18.57	19.338	30.06**
Self regulation	18.167	17.424	13.363 **	17.697	17.424	.947	18.267	17.127	18.067	17.722	3.833*
Self motivation	18.427	18.329	0.500	18.557	18.199	6.798 **	18.72	18.39	18.133	18.265	2.792
Social skills	15.97	15.629	2.290	15.65	15.949	1.77	16.207	15.093	15.733	16.166	11.79 **
Social awareness	17.42	16.552	18.367**	16.730	17.242	6.40 **	17.687	15.773	17.153	17.331	26.67 **

** $p < .01$, * $p < .05$

Results demonstrate that boys scored higher on self regulation and social awareness than girl counterpart. Non tribal students scored higher on self motivation while tribal students were higher on social awareness than their counterpart cultural group. Interaction effect was found to be significant for self awareness, self regulation, social skill, and social awareness. Non Tribal girls scored lower on self awareness, self regulation, social skill and social awareness than the non-tribal boys. On the other hand, tribal girls scored higher on

self awareness, social skill and social awareness than tribal boys. It demonstrates that tribal girls are more emotionally intelligent on three dimensions of emotional intelligence, i.e., self awareness, social skill and social awareness than their boy counterpart. However, tribal girls showed less self regulation score than tribal boys but this variation was less than the variation between non tribal boys and girls. Result also indicates that tribal girls showed different trend of emotional intelligence than non tribal girls.

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The results partially supported the hypotheses that difference between tribal and non-tribal subjects would be different for boys and girls. Results regarding self motivation reveal that cultural difference was similar for boys and girls. Tribal students were found to be less self motivation than non-tribal students.

Boys in both the culture are amongst the advantageous member of their families of Indian general societies. They are supposed to be more social than girls and it affects the life. This may be a reason of show-

ing higher self regulation and social awareness than girls. The results of the present study is in support of the findings of Chu (2000), Petricles and Furnham (2000), who found that male have higher level of emotional intelligence than females. If biological reasons are considered, boys are supposed to be more able to control their emotions and more able to express them in a socially approved manner. These differences in emotional aspects and better ability of boys to manage emotions make them emotionally more intelligent than girls. One recent study by Kaur

(2010) shows that male adolescence are significantly more self aware, empathetic, self motivated, independent, committed and more emotionally intelligent as compared to their female counterpart. On the other hand, the girls of tribal societies are expected to do many economic activities along with house hold chores like cooking, cleaning and taking care of younger siblings (Nandwana & Joshi, 2010). All these jobs, and greater contribution of their potentiality and awareness towards family, it makes tribal girls more emotionally intelligent than their counterpart boys.

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