Gender Differences in Emotional Intelligence: A Conceptual Review amongst Women with Reference to Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)

Dr.S. Lakshmipriya

Associate Professor, Department of Management Studies
KG College of Arts and Science, Coimbatore, Tamil Nadu

Abstract--- Emotional Intelligence (EI) is a mounting area of behavioural research, which focuses on the minds of general public, corporate, commercial world, scientific and research community. The requirement of emotional intelligence skills reflects the transformation of social attitudes. It has been more than past five decades an idea of intellectual coherence was essence of human intelligence, which were widely accepted. Gender differences are delineating that divergence between females and males. Emotionally intelligent women are more capable to handle their life conduct with productive thinking which frequently embraces emotional awareness. In developing nation like India, subsistence of a considerable service of women to their family and society is a long-lasting trend which builds up the cultural environment of the country. Hence, current conceptual review spotlight on emotional intelligence and gender differences amongst women focussed on Mayer-Salovey-Caruso Emotional Intelligence Test.

Keywords--- Emotional Intelligence, Gendered Analysis, Human Intelligence, Intellectual Coherence, Mayer-Salovey-Caruso Emotional Intelligence Test, Women.

Introduction

Emotional intelligence is an ability to understand oneself and others, particularly in understanding and usage of information about emotional states with competence. It includes the ability to understand, express, manage emotions of self and respond to emotions of others. The advent of technological advancement has become thriving towards life in accordance with the changes in life system. This results in the requirement of emotional intelligence of female who can use knowledge of engaging brains to develop transferable skills especially in literacy, numeracy, communication and self-management. In this millennium of emerging environment, professionalism demand female to be innovative in attitude, flexible in approach, rejuvenating themselves with periodical developments. At the same time women in their profession should be capable of recognizing the values of human potential, understanding diverse needs of community to enrich an environment for growth. In reality the dream of society becomes certain only when female are well equipped with professional, practical, emotional, intellectual and communication skills. Emotional intelligence predicts success in professional walks of life. Hence, it has gained paramount importance in all fields, especially in the field of teaching. Emotions have psychological aspect and learning has an emotional base as expressed by Plato (Thorndike, 1921). A higher level of negative stress and emotional realization leads to burn-out and/or negative outcomes. It has been found that strengths of female
employees in empathy and social responsibility competencies are highly valued for work, workplaces and organizations.

The nature of work is increasingly complex and interdependent. Now-a-days workplaces are increasingly diverse with generational, gender and cultural differences. The major workforce sector is education which is explored as gender specific work and employment issues. Traditionally women dominate the employment of mostly all sectors in the nation. Current research reported to that currently 91 per cent of education sector are with female (Teacher Census, 2014). Whilst reflecting on any profession and career progression predominantly considered as female-dominated profession especially the field of education, banking, etc. Thus, it is important that women who reach high positions must boast with strong emotional intelligence for better performance in their positions for emotional, social functioning and wellbeing of learning community. In an emotionally illiterate environment, professionals neither aware of their own emotions nor emotions of others that leads to poor usage of self-intelligence. The main objective of the present conceptual study was to extend the literature on gender differences in emotional intelligence as assessed using Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) with reference to female and show women score better emotional intelligence than men on MSCEIT dimension.

Reviews of Literature on Emotional Intelligence and Gender Difference

A review of literature on emotional intelligence and gender difference gives a clear view of significant differences between men and women in aspects related to the emotional world. Twenty-first century teaching professionals need to equip future generations to thrive in a fast, continuous and ever changing environment, in which the female plays a vital role in moulding and shaping the family and society. Moreover, emotional intelligence practice is outcome-oriented rather than process-oriented. Also, Ates and Buluc in 2016 found the relationship between emotional intelligence, motivation and organizational commitment in which emotional intelligence is related to motivation and organizational commitment. Therefore it can be said that organizational commitment would be increased if there is an increase in the levels of emotional intelligence and motivation. In this case, providing and increasing emotional intelligence and motivation through education would bring advantage in increasing organizational commitment. Petrides and Furnham in 2000 specified that male self-estimates of emotional intelligence were significantly higher than those of females. However, no significant difference was found on total measured trait emotional intelligence or any of its factors except one, namely social skills on which women scored higher than men.

The study conducted by Singh in 2002 explained the relationships of age and gender with emotional intelligence among teachers living in rural areas. Female respondents reported significantly higher level of emotional instability than male respondents. Emotional exhaustion and depersonalization were positively related to gender while personal accomplishment was negatively related to gender. Bar-On in 2003 reported in his research that gender and age have an impact on emotional intelligence. Male scored higher with intra-personal intelligence than female. Female
exhibited significantly higher inter-personal scores than males. However, no significant correlation existed for stress management and adaptability score with gender and age. Male respondents tended to score higher than female in general mood scale. Also, the study conducted by Suresh in 2008 during his study of occupational stress among employees from different careers of Chandigarh found that teaching professionals are highly stressed as compared to the employees from other professions. The teaching professionals face significant amount of workload. It also revealed that females are more stressed as compared to males. Female teachers experienced significantly higher level of occupational stress, specifically with regard to interaction with students, colleagues, workload, students' progress and emotional exhaustion (Suresh, 2008). Furthermore, Jorfi in 2011 expressed demographics like age, sex, livelihood, educational qualification and service had positive association with emotional intelligence. It has been argued that inspiration of an individual and his job satisfaction is influenced by the various dimensions of emotional intelligence like inter-personal and intra-personal relationships, flexibility, stress tolerance and effectiveness in communication. A study conducted by Amos and Akomolafe in 2012 in their study mentioned that the understanding of emotional processes of an individual have far-reaching effects for social functioning and the quality of individual life irrespective of gender. Another research study conducted by (Jeya & Balakrishnan, 2013) investigated overall emotional intelligence based on the self-perceived emotional intelligence inventory. The demographic profile studied were gender, age group, occupational grade, academic qualification, working experience as a teaching professional and prior working experience in industry. It was found that emotional intelligence does not vary with the gender of the teaching professionals. The study on demographic variables and emotional intelligence was conducted and showed that working men provide greater importance to normative values than working women. Besides, Mandell and Pherwani in 2016 in their research study on gender differences in emotional intelligence where effort was taken to examine the application of emotional intelligence to different settings vary as a function of gender. Women are likely to attain higher progression of emotional intelligence than men, both in professional and personal settings. While some research studies have reported gender differences fundamentally in experiential aspects of EI such as perception and emotional facilitation (Livingstone & Day, 2005). Furthermore, the research of Joseph and Newman in 2010 on meta-analysis of emotional intelligence included gender differences concluded that women obtained higher scores than men on all EI dimensions with an effect size ranging from 0.29 to 0.49.

The reviews of the empirical evidence indicated that, without a doubt, the female gender possesses more and better emotional abilities. An imperative phase for female employees is to learn, understand, recognize express and comprehend emotional states accurately, which directs them to countenance the society (Scharfe, 2000). Thus, emotion and feelings perform course of life of an individual. The consideration towards outer world and conflict arisen provide base for their influence in social reparation. But an individual who are strong in their emotional intelligence can recognize emotions and emotional astonishments precisely and understand, assess, express and exercise emotions in their belief and practice. Hence it has been again proved that emotional intelligence acts as a protector from social cause which effectively leads to career achievement and life satisfaction (Goleman, 2006; Mayer &
Salovey, 1990). Kafetsios in 2010 conducted a research study with a hypothesis of relationship between attachment orientation and emotional intelligence, among both men and female between 16 to 66 years of age who completed Meyer Salovey Caruso’s Emotional Intelligent Test (MSCEIT V2) and filled the related questionnaire. The result illustrated that secured attachment had correlation with all subscales and overall scores of Emotional Intelligence. Also, different emotional abilities were found between different gender groups. Elder female participants got higher Emotional Intelligence score in emotional conception and aberration than male respondents. Surprisingly, the study of Karniz in 2005 exhibited that at the age of 10 a certain percentage of female who exhibit anger is equal to the men when they are angry, but at the age of 13 there is a huge difference observed in expressing anger between two sexes where female develop more skillful, sophisticated and artistic aggressive techniques such as collective, banning, revengeful gossiping and indirect avenging (Minuchin, 2005). The inequality in emotional education by parents to their sons and daughters develop very different kinds of skills to control their emotions. Every female in a family were shared with most emotional information than male counterpart. Since girls get mastery over the language faster than the boys they can experience and express emotional reactions skilfully and tactfully by using words. To the contrary, the boys whom emotional expression is not emphasized are mostly unaware of their own and other’s emotion (Brody & Hall, 1993). Nevertheless, studies examining the relation between gender and EI treat it more in an indirect or collateral way than as an analytical variable in and of itself. The results from these studies suggested that the relation between gender and emotional intelligence deserves analysis in its own right.

The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)

The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is an ability-based model intended to measure four branches of EI model of Mayer and Salovey. MSCEIT was developed from an intelligence-testing tradition formed by the emerging scientific understanding of emotions and their function and from the first published ability measure specifically intended to assess emotional intelligence, namely Multifactor Emotional Intelligence Scale (MEIS). MSCEIT consists of 141 items and takes 30-45 minutes to complete. MSCEIT provides 15 main scores: Total EI score, two Area scores, four Branch scores, and eight Task scores. In addition to these 15 scores, there are three Supplemental scores (Mayer, Salovey & Caruso, 2000). The MSCEIT (Mayer & Salovey, 1997), measures the potential or abilities to reason with emotions and emotional signals and to utilize emotion to enhance thought. Hence the term emotional intelligence specifically in MSCEIT tests the potential or ability of an individual in four branches indicated below:

**Branch 1: Perceiving Emotions:** An ability to perceive emotions in oneself and others as well as in objects, art, stories, music and other stimuli.

**Branch 2: Facilitating Thought:** An ability to generate, utilize and feel emotions as necessary to communicate feelings or employ them in other cognitive processes.

**Branch 3: Understanding Emotions:** An ability to understand emotional information to understand how emotions combine and progress through relationship transitions and to appreciate emotional meanings.
**Branch 4: Managing Emotions:** An ability to manage feelings and modulate them in oneself and others to promote individual understanding and growth.

![MSCEIT Framework](image)

*Source: MSCEIT Ability Scores Framework*

Figure 1: MSCEIT Framework Adapted from Mayer, Salovey and Caruso

These abilities facilitate an individual in monitoring feelings and emotions of oneself and others, and utilization of emotional information strategically and intelligently communicate further effectively and enhance personal resilience to achieve goals. MSCEIT model is recommended for any individual in roles concerning noteworthy levels of management, inter-personal communication, team building and service. MSCEIT helps achieve more effective leadership, greater productivity, higher customer satisfaction and enhanced engagement. The positive outcome of the MSCEIT model helps an individual in promoting self-awareness in functioning critical areas, placing current levels of performance and provides practical guide for emotional enhancement (Langley, 2017). The targeted emotional intelligence tool include leadership and talent development, talent selection, recruitment, executive and workplace coaching, team building, student and teacher development. Importance of gender difference in emotional intelligence levels ropes in understanding the targeted aspects and tools.

**Gender Difference and MSCEIT Framework of Emotional Intelligence**

The basic emotional skill in perceiving emotions is ability to precisely recognizing, appraising and expressing emotions. This crucial facet of emotional intelligence involves accurately recognizing and identifying emotion in an individual and other people. Identifying emotions in an individual is vital because the better the emotion perception on a situation the more appropriately he/she can respond towards the situation. Performance on this ability involves attention and awareness of emotions and emotional knowledge. Although effortless awareness is not adequate an individual must have the ability to differentiate sadness and fear, anger and disgust.
Furthermore, the degree to which fear, anger and happiness ensued must be
determined. There is evidence in the study conducted by Hall and Matsumoto in 2004
resulted that women are better in recognizing their own and emotions of others. The
female advantage in emotion recognition becomes even more apparent under
conditions of rapid stimulus presentation. Interestingly, gender differences become
much more apparent when facial stimuli are presented at the edge of consciousness
(Hall & Mast, 2008). Also, Gohier et al. in 2013 reported evidence for a greater
sensitivity to negative emotional stimuli in healthy women compared to healthy men
in a cross-modal affective priming experiment in which primes were clearly visible.
Processing of masked happy facial expression among female have been automatic in
the sense of fast, unintentional, and efficient. The processing of the happy faces should
have occurred under conditions of inattention or distraction. Moreover, women's
processing of happy faces should have been efficient in our experiment. Thus, the
above review of literatures clearly shows that when stimuli are clearly visible women
appear to allocate more attention to threat-relevant stimuli than men. This finding is
consistent with recent research suggesting that women experience both greater
positive well-being and greater distress than men. An individual in a depressed or
pessimistic frame of mind tend to focus on search for mistake compare to the positive
mind set.

The people with positive mind frame tend to generate innovative ideas and novel
elucidation to problems. An individual who are aware of their emotions contain
valuable information and facilitate emotional knowledge to solve problems and the
outcome will be more affirmative and positive. From the research conducted over a
period of time it has been found that female motherly nature may also cause their
better relations with others. However the research studies revealed that women are
superior in emotional facilitation and they have bent conflicting results about the
specific EI dimensions on which women perform better. The research studies have
reported gender differences fundamentally in experiential aspects of EI such as
perception and emotional facilitation. A research study conducted by Farrelly and
Austin in 2007 found gender differences in strategic aspects of EI such as
understanding and emotional managing. In addition to that it has traditionally been
accepted that women are more familiar than men with the emotional world (Candela
et al., 2001). Every individual experience and relates their feelings and emotions
which facilitates emotional information. The above reviews related to gender
difference indicated that women may have a greater divergence between semantic
knowledge and broken up emotion experience than men. Women facilitate emotional
information than men and have better conceptual awareness in terms of emotional
well-being. However, with the depiction of their familiarity women tend to utilize in
deepth and specific expressions which are not as abundant as elementary emotional
conditions. Also, Furnham and Fong in 2004 stated in their findings showed that
males usually rated their IQ higher than females. Contrast to that the study by
Goleman in 2004 there are some specific EQ areas where researchers think women
outperform men in relationship skills. These, assumptions on women would make
higher EQ self-estimates than males, which is in contrast with previous IQ self-
estimates where males-favouring are expected to be observed.
Results & Discussions

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 factors like depression, emotional disorder and with age, gender, monthly income, marital status and family size. Previous studies showed that female has better emotional intelligence than male and poor emotional intelligence can lead the male towards adversity. Gender difference is observed in emotional intelligence due to inequality in emotional education given to the boys and girls from their childhood. Further societal 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. Although, these reviews express that women are more emotionally intelligent than man, contradiction to this may be examined by future research studies. It is to be noted that under MSCEIT model emotional intelligence has been articulated as an ability to perceive, use, understand and manage emotions of individuals. Thus, this model spotlighted on emotional abilities which can be developed throughout the life with experiences and learning. The conceptual reviews confirmed that compare to men judgment among women in their inter-personal and intra-personal intelligence women is highly fortunate. Personality trait of women is another subject matter which involved personal attributes when accessing the levels of self-perceived emotional quotient. Empathy, sensitive, easy-going characteristics are part of paradigm which is required for the enhancement in levels of emotional intelligence. The above mentioned literature reviews showed that women are more sensitive and compassionate than men. These traits help them to be superior in levels of emotional quotient. Through this study the researcher also measured that the gender has no preference but are subjective towards hormone and inherently decisive in their levels of emotional quotient.

Implications & Conclusions

In current conceptual study it is clear that there is a linkage of emotional intelligence with motivation, empowerment and career development especially among women. Emotional intelligence has vital importance in the success of human life than intelligence quotient. Research on emotional education can be favourable for educators or counsellors in term of enhanced knowledge in increasing emotional intelligence among women in future. Under MSCEIT model it is understood that emotional intelligence is not just affirmative attribute relatively consists of logical and emotional diverse ability with social intelligence, hence considered as vital emotional issues and comfort personal and social difficulties. Women who are emotionality intelligent have more satisfaction in life assist others in emotion management, regimented, warm, affluent and optimistic in nature. Since majority of the previous research studies in emotional intelligence investigated among women clarifies how gender difference plays important role in perceiving, using, understanding and managing emotions for the well being of women. Hence future research studies can be conducted to identify emotional intelligence impacts the cultural differences of the society.
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