

Gender Differences in Emotional Intelligence among Medical Students

Saba Ajmal

Associate Professor

Department of Applied Psychology
The Women University Multan

Dr. Sana Javed

Nishtar Medical College Multan

Dr. Hina Javed

Nishtar Medical College Multan

Abstract

The present research was designed to investigate the gender differences in emotional intelligence among medical students.. The sample was consisted of 500 students (250 male and 250 female) age range of 18 to 26 years from Nishtar Medical College Multan. The data was collected with the EQ-i developed by (BarOn, 1997). The data was analyzed by using Means Standard deviation and t test. The results revealed significant difference between male and female on emotional intelligence. The result further showed that male students have high score on emotional intelligence than female students.

Keywords: emotional intelligence, medical students, gender difference

Introduction

Emotional intelligence is the capability to make sense, control and react according to the emotions, (Emmerling, & Goleman 2003). Emotional Intelligence is an inborn ability to recognize, remember, describe, identify learn, feel, use, communicate, manage, understand and explain the emotions (Heins, 2005). This emotional information guides in thinking and behavior (Coleman, 2008)., EI is about the skillful use of emotions and utilizing the drive or information contained in feeling to settle on convincing decisions (Ciarrochi & Mayer, 2007). Emotional intelligence (EI) related to student characteristics and their performance at medical college, so far few studies have been conducted. Its exact to state that EI help a person to use his/her capacities, or skills by which he or she manages themselves, their life, work and other (Boyatzis, Goleman and Rhee, 2000). According to (Goleman, 1995), emotional intelligence has five components which are: self-awareness, self-regulation, motivation, empathy and social skills.

Literature Review: Emotional Intelligence does not respect the gender. The popular belief is that, women are not more emotionally intelligent than men. They are, however, emotionally intelligent in different ways. Society is responsible for the diversity of role of genders as has been found in studies by (Duckelt & Raffalli ,1989) and (Sandhu&Mehrotra1999). Those who have emotional empathy can be good counselors, teachers, and group leaders because of their ability to sense how others are reacting, (Goleman, 2011). Findings of studies reported by King (1999), Sutarso (1999), Wing and Love (2001) and Singh (2002) revealed that females have higher emotional intelligence than that of males.

Rationale of the study: The rationale of the study is to find out the gender differences in emotional intelligence among medical students. Several studies were conducted by (Furnham, 1994; Petrides, Furnham and Martin, 2004), to see the existing gender differences in work related variables as well as perception of Emotional intelligence. Male and female data has been used in many studies even though there are reasons to believe that systematic differences in the ways in which the two genders experience the workplace and its demand exist (Roxburgh, 1996).

Operational Definitions

Emotional Intelligence

Conceptually the term emotional intelligence is defined by (Vandervoort, 2006) that EI is not just about feelings; it is a mix of feelings, sentiments, contemplations and practices.

Operationally the term Emotional intelligence is defined on the premise of the score on Baron Emotional Quotient Inventory (EQ-i). The Baron EQ-i was originally designed by BarOn,(1997)

Objective of the study:

- 1 .To measure the level of Emotional Intelligence of medical college students.
2. To determine the gender differences in emotional intelligence.

Hypotheses of the study

Male will score high on of emotional intelligence than female.

Methodology

Research design: Design of the study is descriptive in nature.

Sample

The Sample of 500 students for this study was taken from Nishtar Medical College Multan. There were 250 male and 250 female their age range from 18 to 26 years and mean calculated age was 22. The researcher randomly selected the subjects for the study.

Instruments

The data was collected with the help of the following measures.

- a) Demographic sheet
- b) BarOn Emotional Quotient Inventory (EQ-i) 1997

a) Demographic sheet of the sample was obtained by collecting demographic information name age, sex, occupation, monthly income, family system (nuclear / joint), number of years served in an organization / institution and educational qualification.

b) BarOn Emotional Quotient Inventory (EQ-i) 1997

EQ-i is designed to assess the emotional intelligence. The inventory is based on BarOnModel of Emotional intelligence and is a copy right material of Mental Health System (MHS). EQ-i was developed by BarOn,(1997). It has 117 items distributed into 15 subscales. Out of 117 items, 16 items also overlap with other subscales. The EQ-i have five point self-rating response pattern 55 items are positively scored and 62 items are negatively scored. Number of validity and reliability has been carried out on the EQ-i over the years. Internal consistency coefficients for the EQ-i subscales based on seven population samples show the average Cronbach's alpha coefficient ranging from a low of .69 to a high of .86. The results show that EQ-i is a highly reliable and valid instrument.

Scoring of the instruments

The BarOn EQ-i consists of five point self-rating response format.55 items were positively scored and 62 items were negatively scored. Positively scored items will score 1 for the first choice i-e “very seldom or not true of me”, 2 for the second choice “seldom true of me,” 3 for third choice “sometimes true for me”,4 for fourth choice “often true of me”, and 5 for the fifth choice “very often true of me or true of me”. Negatively scored items will get score 5 for the first choice,4 for the second choice,3 for the third choice,2 for the fourth choice and 1 for the fifth choice. In this way all negatively scored items were scored inversely.

Procedure: To achieve the aim of study EQ-i developed by (BarOn, 1997) was used. All the participants were briefed about the nature and purpose of the current research project. Informed Consent Form was /administered to each of the participants individually to obtain their written consent for participation in this research. All of the subjects were informed about the purpose of the research and then they were asked to give full information. They were also told about the confidentiality and its limits.

The average time to complete the inventories was 25 minutes. The completed inventories were checked when they were handed back, the data was collected in two month. After completion of data it was statistically analyzed on SPSS version 20.

Results & Discussion: The results are analyzed on the basis of the objectives of the study.

Table 1: The results indicate the mean, standard deviation, t-value, p-value of emotional intelligence Quotient among males and females medical and dental college students.

Gender	N	M	SD	SE	t	df	P-value
Female	250	387.46	36.687	2.320			
emotional intelligence					-3.420	498	.001
Male	250	398.73	36.938	2.341			

There was significant difference in the scores for Female (M=387.46, SD=36.687) and Male (M=398.73, SD=36.938) $t(497) = 3.420, p = .001$. The result shows that males scored high than females on Emotional Quotient Inventory. High scores on this scale indicates the higher level of Emotional Intelligence, findings clearly suggests that males are emotionally intelligent than females. Moreover significant mean difference gender differences were found on. Study by (Chu, 2002) revealed that males have high level of emotional intelligence than that of females. The results are consistent with the prior study.

Limitations & Suggestions: The study was conducted in limited area with small sample size, for better generalization increase sample size and conducted in different cities.

Conclusion & Implementation: This study provides an insight about emotional intelligence and gender differences. Results of the present study demonstrate that there is a significant relationship between emotional intelligence among male and female. This study is an effort to help medical college students to achieve their educational goals and aspirations; it is suggested that emotional intelligence can be beneficial.

References

- BarOn, R. (1997). Development of the BarOn EQ-i: A measure of emotional and social intelligence. Paper presented at 105th annual convention of APA Chicago.
- Bar-On, R. (1997a). The Emotional Quotient Inventory (EQ-i): Technical manual. Toronto: Multi-Health Systems.
- Boyatzis, R.E., D. Goleman K. and Rhee. 2000. Clustering competence in emotional intelligence: insights from the Emotional Competence Inventory (ECI). In R. Bar-On and J. D. A. Parker (Eds.), *Handbook of Emotional Intelligence*. San Francisco: Jossey Bars.
- Ciarrochi, J. & Mayer, J. D. (2007). *The key ingredients of emotional intelligence interventions: Similarities and differences*. In J. Ciarrochi & J. D. Mayer (Eds.).
- Chu, J. 2002. Boy's development. *Reader's Digest*. pp. 94-95
- Coleman, Andrew (2008). *A Dictionary of Psychology* (3 ed.). Oxford University Press.
- Duckelt, E. and M. Raffalli. 1989. Taking care, maintaining the self and the home in adolescents. *J. Youth and Adolescence*. 18(6): 549.
- Emmerling, R.J. & Goleman, D. (2003). EI: Issues and common misunderstandings [online]. Available from http://www.eiconsortium.org/research/ei_issues_and_commonMisunderstandings.htm [Accessed January 2014].
- Furnham, A. 1994. *Personality at work*. London: Rutledge.
- Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Books.
- Goleman, D. (2011, May) are-women-more-emotionally-intelligent-than-men? (Web log comment) Retrieved from <http://www.danielgoleman.info/>
- Heins, S. (2005) Emotional Intelligence: Retrieved from August, 2015 at <http://eqi.org/history.htm#Here> is my definition of emotional intelligence
- King, M. 1999. Measurement of differences in emotional intelligence of preservice educational leadership students and practicing administrators as measured by the multifactor emotional intelligence scale. *Dissert. Abst. Int.* 60(3): 606.
- Petrides, K.V., A. Furnham and G.N. Martin. 2004. Estimates of emotional intelligence. Evidence for gender – based stereotypes. *Social Psychol.* 144, 149-162.
- Roxburgh, S. 1996. Gender differences in work and well – being. Effects of exposure and vulnerability. *Health and Social Behavior*. 37, 265-277
- Sandhu, P. and N. Mehrotra. 1999. Time pattern of female students with special reference to leisure time activities. *Ind. J. of Social Res.* 40(4): 285-296.
- Sutarso, P. 1999. Gender differences on the emotional intelligence inventory (EQI). *Dissert. Abst. Int.*
- Singh, D. 2002. *Emotional Intelligence at Work: A Professional Guide*. New Delhi: Sage Publications.
- Vandervoort, D. J. (2006). The importance of emotional intelligence in Higher Education. *Journal of Current Psychology: Developmental Learning, Personality, Social*, 25(1), 4-7.
- <http://dx.doi.org/10.1007/s12144-006-1011-7>
- Wing, E. and G.D. Love. 2001. *Elective Affinities and Uninvited Agonies: Mapping Emotions With Significant Others Onto Health. Emotion, Social Relationships and Health Series in Affective Sci.* New York: Oxford Univ. Press.