

GENDER DIFFERENCES IN EMOTIONAL INTELLIGENCE: ARE YOU AS SMART
AS YOU THINK EMOTIONALLY?

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LIM TZE SHIN

Approval Form

This research paper attached hereto, entitled “**Gender Differences in Emotional Intelligence: Are You as Smart as You Think Emotionally?**” prepared and submitted by “Lim Tze Shin” in partial fulfillment of the requirements for the Bachelor of Social Science (Hons) Psychology is hereby accepted.

Supervisor

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ABSTRACT

The emotional intelligence (EQ) has been linked to positive aspects (e.g., self esteem, achievement, and psychological well-being) of an individual. Importance of gender differences in actual and self-perceived EQ level help to understand these aspects. The sample of this study comprised of 60 undergraduates' students (30 males and 30 females) from University Tunku Abdul Rahman. By using stratified random sampling under probability sampling, Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF) and qualitative survey questions have been utilized to measure actual and self-perceived EQ level in gender. Findings indicated that there is no significant gender difference in actual and self-estimated EQ level. However, both genders perceived males have higher EQ level compared to females where seven main themes (emotionality, cognition/mentality, personality/characteristic, biology, self-control, culture/belief, and research findings) of explanation have been clinched. Discussion focuses on genders' perception differences and future study on implications and corollaries of such thinking pattern should be investigated.

DECLARATION

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

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TABLE OF CONTENTS

	Page
ABSTRACT	i
DECLARATION	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	v
LIST OF FIGURES	vi
CHAPTERS	
I INTRODUCTION	1
Background of Study	1
Statement of Problem	2
Significant of Study	3
Objectives of Study	3
Definitions of Concepts	4
Research Questions	5
Hypotheses	5
II LITERATURE REVIEW	7
Research Models	7
Gender Differences in Actual Level of EQ	10
Gender Differences in Self-Perceived EQ	11
Factors on Gender Differences in Self-Perceived EQ	12

	Factors on Gender Differences in Actual EQ	13
III	METHODOLOGY	16
	Participants	16
	Measures	16
	Emotional Intelligence Instruments	17
	Procedures	19
	Data Analysis	19
IV	FINDINGS & ANALYSIS	20
	Hypothesis 1	27
	Hypothesis 2	21
	Hypothesis 3	23
V	DISCUSSION & CONCLUSION	28
	Discussion	35
	Limitations of Study	32
	Recommendations for Future Research	33
	Conclusion	34
	REFERENCES	35
Appendix A	Questionnaire	41
Appendix B	Original Data	43
Appendix C	Results	49

LIST OF TABLES

Tables		Page
1	Bar-On's Model of Emotional Intelligence	9
2	The 15 Subscales/Facets in TEIQue-SF	17
3	30-Items in TEIQue-SF under Four Factors	18
4	Independent Sample t-Test for Gender and Actual Level of EQ	20
5	Frequency (Percentage) of Self-Perception on Which Gender has The Higher Level of EQ	21
6	Self-Perceived Reasons Supporting Male has Higher EQ Level by Both Genders	23
7	Self-Perceived Reasons Supporting Female has Higher EQ Level by Both Genders	26

LIST OF FIGURES

Figures		Page
1	Mayer and Solovey's Four Branch Model of Emotional Intelligence	8
2	Goleman's Emotional Intelligence Competencies	10

CHAPTER I

INTRODUCTION

Background of Study

Over the past decade, researchers have been studying on the gender differences in Intelligence Quotient (IQ). Since the publication of the best selling book 'Emotional Intelligence' by Daniel Goleman (1995), this book has raised attention of this topic due to the extensive research presented (as cited in Petrides & Furnham, 2000). Throughout these years, numerous studies have been conducted to gain a better insight into this topic. This present study aimed to replicate one of the studies by K.V. Petrides and Adrian Furnham. They have examined on gender differences in actual and self-estimated scores on trait EQ. The results showed that in estimating their own EQ, males rated themselves higher EQ than females. While for actual scores on EQ, females scored higher on particularly 'social skills' than males, but as a whole, there is no significant between genders (Petrides & Furnham, 2000).

According to Petrides and Furnham (2000), it is important for us to understand why there are gender differences in EQ to have implications on health, education and psychotherapy. For example, positive self-estimation (High EQ) is related to psychological adjustment and self-esteem, whereas negative self-evaluation could be related to depression.

Another study looked into the underlying reasons on gender differences as well. Nature and nurture factors have resulted in different levels of EQ between genders. Other than that, they found that females generally higher EQ than males, but their self-perception on EQ lower than males (Sanchez-Nunez, Fernandez-Berrocal, Montanes, & Latorre, 2008).

Statement of Problem

Previously, there are many studies sparked on gender differences in self-estimated intelligence quotient (IQ). Furnham and Fong (as cited in Petrides, Furnham, & Martin, 2004) stated that their findings showed that males usually rated their IQ higher than females. These researchers also shown that gender differences can be replicate cross-culturally. According to Zhang and Gong (as cited in Petrides, Furnham, & Martin, 2004), studies carried out in Africa, United States, Europe and East Asia (Singapore, Chine and Japan) have nearly all shown male hubris and/or female humility effects.

Yet, question arises when we encountered situation when two individuals having same scoring of IQ but one of them is way more successful than the other. So, here by it is interesting to look into the area of EQ. According to Goleman (as cited in Petrides, Furnham, & Martin, 2004), there are some specific EQ areas where researchers think females outperform males such as relationship skills. Therefore, assumptions on females would make higher EQ self-estimates than males, which is in contrast with previous IQ self-estimates where males-favoring are expected to be observed.

Also, through one of the research based in Malaysia, it stated the low academic achievers with high EQ have high self-esteem, high achievement motivation and high self-efficacy for Mathematics and English. In contrast, low academic achievers with low EQ have low scores of self-esteem, achievement motivation and self-efficacy for Mathematics and English. This has proven the importance of EQ's implications and effects (Elias, Mahyuddin, Abdullah, Roslan, Noordin, & Fauzee, 2007).

According to Bayer and Bowden (as cited in Petrides, Furnham, & Martin, 2004), the importance of studying self-perceived traits and abilities for understanding of self-fulfilling prophecies, aspiring, achievement, and psychological well-being Ability of one's to self evaluation shows that the ability of one's gaining insight on their own

abilities or intelligence. Hence, considering the actual and estimated EQ between genders need to be investigated to help the public's awareness about themselves.

Significance of Study

This study is vital to bring up the issue of EQ to the degree it strengthens the previous researches on different context. In so, it is able to contribute in the field of theory and applications. There is some common misunderstandings on EQ that this study will be able to expose the real facts for publics. Information from this study helps to reduce myths or bias on this topic.

The findings in this study lend support to the view that how females and males think about themselves when come to self-evaluation in particularly, University students. It is also expected that it would aid in the understanding of reasons behind any differences.

Lastly, it would be worthwhile by giving out correct information on EQ, a better understanding of the processes that might led to inaccurately negative self-evaluations, reduce self-confidence, and stereotypical judgments of other people's attribute and abilities.

Objectives of Study

Firstly, this study aimed to examine the gender differences in actual EQ level. Then, follow by examining the perception differences in their self-estimated EQ among genders. Lastly, through findings, formulate exposure on underlying reasons and possible explanations for any differences on self-perceived and actual EQ level.

Definitions of Concepts

Emotional Intelligence. In our day to day lives, we are engaged in continuous effort on how to balance our emotions. Individuals who possess this ability can be distinguished from those around them for their greater ability in dealing with their social and professional environment with their better levels of physical and mental health. This capacity is classified by psychologists under the term Emotional Intelligence (EQ) (Fernandez-Berrocal, Salovey, Vera, Extremera, & Ramos, 2005). The topic of EQ is not as popular as IQ at the beginning. Until Daniel Goleman's (as cited in Rhodes, 2008) first bestselling book, *Emotional Intelligence: Why It Can Matter More Than IQ*, which Goleman claimed EQ is powerful and at times more powerful than IQ. EQ has contributed effective performance at work, up to 66 percents of all jobs and 85 percent for leadership jobs.

Salovey and Mayer (as cited in Cherniss, 2000) defined EQ as 'a form of social intelligence that involves 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 action.' Goleman (as cited in Nunes, 2003) refers EQ to "the capacity for recognising one's feelings and others', for motivating ourselves, and for managing emotions well in ourselves and our relationships" (p.2). According to Rhodes (2008), despite of the discrepancies in definitions of EQ, it is obvious that it is distinct from Standard Intelligence, or I.Q.

Gender differences. Gender differences are defined as delineating those differences between females and males. In recent field, many of the researches started to concern on gender differences in EQ. Assessment tools can be either self-report or performance measures (Sanchez et al., 2008).

Self-perceived. This refers to information that participants provide to us about their perception they have on their own EQ or that of another person by answering a series of key questions made up of short verbal enunciations, through which individual estimates level of EQ (Fernandez-Berroca et al., 2008).

Research Questions

This study intended to answer three research questions. They are as follow:

1. Is there any significant difference between gender and actual level of EQ?
2. What is the perception of self-perceived EQ among both genders?
3. What are the factors contributing to self-perceived EQ level?

Hypotheses

Hypothesis 1: There is a significant difference between gender and actual level of EQ. Mandell and Pherwani (2003) have found that females are more likely to score higher on measure of EQ than males, both in professional or personal settings. So, this hypothesis was formed.

Hypothesis 2: Both females and males estimate that males have higher EQ level than females. Females tend to underestimate their scores of EQ when comes to self-estimation. This may be due to bias in self-estimation. Females have self-derogatory bias, females self-evaluations of performance were inaccurately low (Petrides & Furnham, 2000). On the other hand, males estimate that males have higher EQ scores than females. In the same study of Petrides and Furnham (2000), males tend to overestimate their EQ level when comes to self-estimation. This may be due to self-enhancing bias by the males.

Hypothesis 3: Factors revolving around self-estimation bias are expected.

As supported by hypothesis above, both males and females would think males have better control while females are more emotionally-influenced.

CHAPTER II

LITERATURE REVIEW

Research Models

There are two types of models which are ability model and mixed model. According to Mayer (as cited in Stys & Brown, 2004), ability model regards EQ as pure form of mental ability and thus as a pure intelligence. For example, proposed by John Mayer and Peter Salovey. In contrast, mixed models explained EQ as combination of personality with mental ability such as optimism and well-being. Example, proposed by Reuven Bar-On and Daniel Goleman.

Salovey and Mayer: Ability Model. One of the most influential models of EQ was developed by Salovey and Mayer. According to this model, EQ is defined as individual's ability to perceive, use, understand and manage their emotions. This model focuses on emotional abilities that can be developed throughout our life with experiences and learning (Fernandez-Berroca et al., 2005). Figure 1 shows an illustration of the simplified Salovey and Mayer Ability Model of EQ.

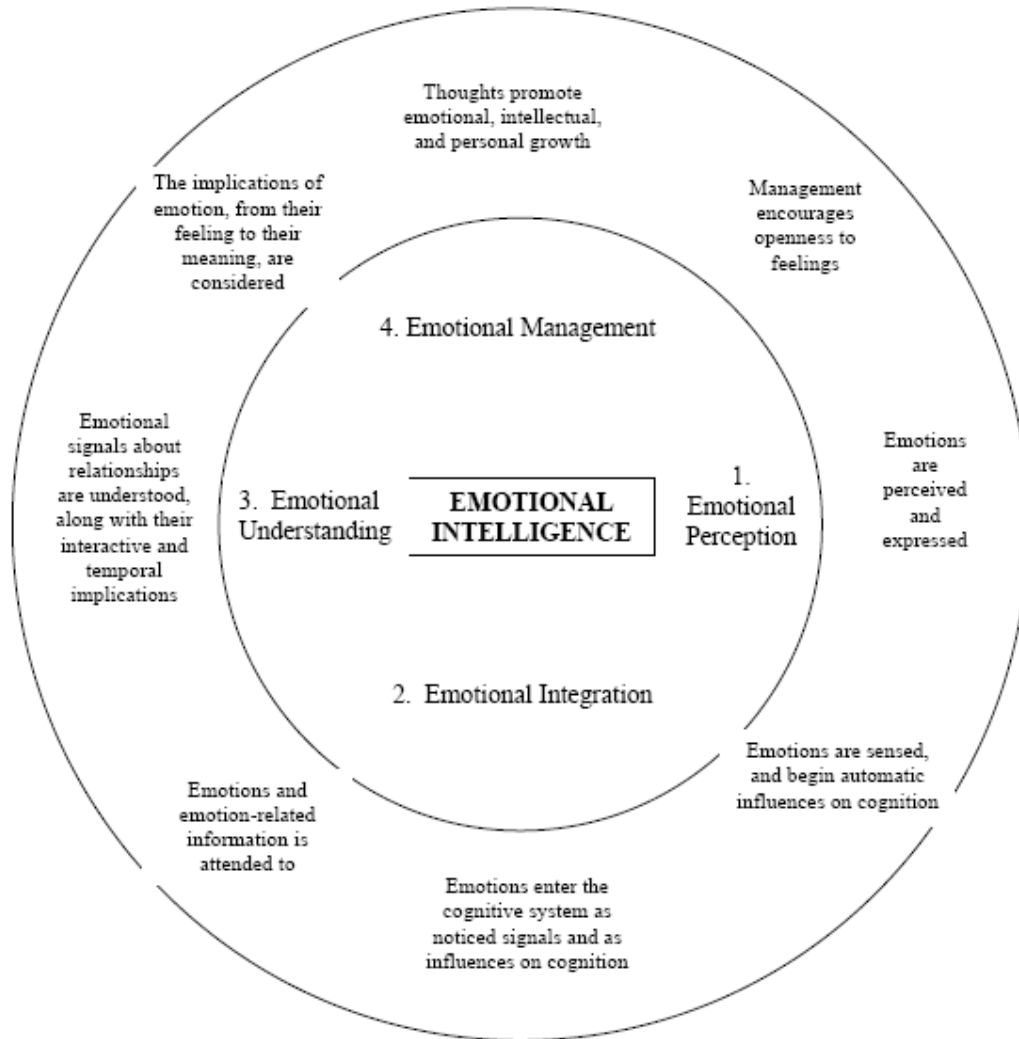


Figure 1: Mayer and Salovey's Four Branch Model of Emotional Intelligence

Bar-On: Mixed Model. Another prominent researcher of emotional intelligence is Reuvan Bar-On, the creator of the term 'emotion quotient' (EQ). Bar-On (as cited in Rhodes, 2008) defines EQ as 'being concerned with understanding oneself and others, relating to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands'. Bar-On (as cited in Stys & Brown, 2004) stated that this model relates the potential for performances and success, rather than performance or success itself, and it considered process-oriented

rather than outcome-oriented. Reuven Bar-On (as cited in Stys & Brown, 2004) has put this model based within the context of personality theory, emphasizing the co-dependence of the ability aspects of EQ with personality traits and their application to personal well-being.

Table 1

Bar-On's Model of Emotional Intelligence

Components	Sub-Components
Intrapersonal	Self Regard Emotional Self-Awareness Assertiveness Independence Self-Actualization
Interpersonal	Empathy Social Responsibility Interpersonal Relationship
Adaptability	Reality Testing Flexibility Problem Solving
Stress Management	Stress Tolerance Impulse Control
General Mood Components	Optimism Happiness

Goleman: Mixed Model. Daniel Goleman, a psychologist and science writer outlines four main emotional intelligence construct. According to Goleman (as cited in Stys & Brown, 2004), first construct would be the self-awareness, the ability to read one's emotions and recognize their consequences. Secondly, self-management, involve one's emotions and impulses being control and adapt to changing circumstances. Thirdly, social awareness, the ability to sense, understand, and react to others' emotions while comprehending social networks. Lastly, relationship management, the ability to manage conflicts at the same time inspire, influence and develop others. Different from Bar-On's model, Daniel Goleman (as cited in Stys & Brown, 2004) proposed a "mixed model in

terms of performance, integrating an individual's abilities and personality and applying their corresponding effects on performance in the workplace". Figure 2 shows illustration of the Goleman's conceptual model of EQ and corresponding emotional competencies.

	SELF Personal Competence	OTHER Social Competence
RECOGNITION	<u>Self-Awareness</u> Emotional Self-Awareness Accurate Self-Assessment Self-Confidence	<u>Social Awareness</u> Empathy Service Orientation Organizational Awareness
REGULATION	<u>Self-Management</u> Self-Control Trustworthiness Conscientiousness Adaptability Achievement Drive Initiative	<u>Relationship Management</u> Developing Others Influence Communication Conflict Management Leadership Change Catalyst Building Bonds Teamwork and Collaboration

Figure 2: *Goleman's Emotional Intelligence Competencies*

Gender Differences in Actual Level of Emotional Intelligence (EQ).

According to Kafetsios (2004), females are superior solely on the branch of perception of emotion and experiential. For example, females are more accurate on decoding facial expression than males. Yet, as overall EQ scores, there is no significant difference between genders. Another study by Arteché, Chamorro-Premuzic, Furnham, and Crump (2008), also stated there were no significant associations between overall EQ and genders, but there are significant correlations only when facets of EQ are considered. Example, females scored higher on interpersonal facet.

According to Craig, Tran, Hermans, Williams, Kemp, Morris, and Gordan (2009), found out males were found to have lower scores on overall EQ than females with

females outscoring higher slightly in one of the facets of EQ (empathy). Females are better in emotional skills and emotional-related perceptions.

It is also supported by Schutte et al. (as cited in Petrides & Furnham, 2000), females score higher in overall EQ test. Harrod and Scheer (2005) also came out with conclusion that overall EQ scores is a significant difference between males and females with females score slightly higher than males.

Gender Differences in Self-Perceived Emotional Intelligence (EQ)

Studies have been conducted to look into this issue regarding gender differences on how they perceive EQ among genders, whether they think males or females are higher in EQ by accessing them through self-report.

In the study of Stumm, Chamorro-Premuzic, and Furnham (2009), they found a consistent and significant sex differences favoring males in general and specific self-estimates intelligence (SEI) across countries. Those participants were asked to rate their own level of intelligence which included Gardner's multiple intelligence, Sternberg's triarchic model and Goleman's emotional intelligence. Also, in the study of Petrides and Furnham (2000), findings show that males' self-estimates were higher than females' is the most counterintuitive finding in their study.

Contradict to above studies, Petrides, Furnham, and Martin (2004), consistent with the notion of females are more empathic and socially skilled, they observed that female-favoring difference occurred when participants were required to estimate overall EQ. This is further supported by Furnham and Petrides (as cited in Furnham & Buchanan, 2005), they found out that females provide higher estimates of their interpersonal and intrapersonal intelligence compare to males.

Contrast findings on this may be explained by sampling bias, where the way participants were recruited in a non-random or non-equally balanced way. For example, the study of Furnham and Buchanan (2005) conducted their research through participants who are more interested in psychology and volunteer to participate in the research through assessment in website and not by choosing randomly.

Factors on Gender Differences in Self-Perceived EQ.

Furnham and Rawles (as cited in Holling & Preckle, 2005), suggested that better explanation on why there are gender differences in the level of self-estimated intelligence is a reflection of socialization process, such as gender stereotypes. Also, Petrides, Furnham, and Martin (2004) further stated that gender differences are possibly gender-biased understanding of the variables being estimated. Also, people always think 'emotionality' as female trait.

Petrides, Furnham, and Martin (2004) also conducted research which required participants to estimate their parents' EQ. Results showed mothers being significantly higher than fathers. According to Goleman (as cited in Petrides, Furnham, & Martin, 2004), this is explained by reflection of perception on mothers as the 'emotional managers' in the family and their tendency to spend more time on take caring children.

The moderating effect of culture also has been taken into account. Culture could be influential to one's emotional adjustment and their perception of subjective well-being. Two significant types of cultures could be looked into which are the Individualism-Collectivism and Masculinity-Femininity culture (Fernandez-Berroca et al., 2005).

Diener, Suh, Lucas, and Smith (1999) stated that Individualistic cultures emphasize more on the needs of individual hence give more importance to individual's emotional world. Previous research has pointed out that the greater relevance of emotion

in this culture is connected to perception of quality of life. Hence, Individualistic culture would have higher levels of perception on themselves. On the other hand, collectivism focuses on people around, individual needs to subordinate to those of the group. So, less attention would be paid on emotional world of the individuals (Fernandez-Berroca et al., 2005).

According to Hofstede (as cited in Stumm, Chamorro-Premuzic, & Furnham, 2009), the term masculinity-femininity refers to the distinctiveness of gender roles within a society. In the study of Paez and Vergara (1995), feminine nations (Chile or Spain) have greater emotional intensity and expressiveness than masculine nations (Belgium or Mexico). According to Basabe, Paez, Valencia, Gonzalez, Rime, and Diener (as cited in Stumm, Chamorro-Premuzic, & Furnham, 2009), higher frequency of positive emotions (joy) and lower frequency of negative emotions (anger) are demonstrated in the culture of femininity.

In short, femininity culture has influenced individuals' personality and their perception on they are better in emotional intelligence.

Factors on Gender Differences in Actual EQ.

Genetic. According to Vernon, Bratko, Petrides, and Schermer (2008), they have conducted two studies with study one focused on family design and study two focused on twin design. Their research found out that substantial proportion of individual differences in trait EQ can be directly attributed to genetic variation in the population. Their first study suggested that one third of the trait EQ variance can be directly attributed to additive genetic effects. The second study of twin design showed that individual differences in EQ has moderate to large genetic influences. In line with many previous behavioral genetic studies of personality traits, genetic factor is largely but not entirely

attributable, non-shared environment are one of the factors. In contrast, even in shared environmental factors, those experienced in common by siblings or parents with their offspring, contribute negligibly (Vernon et al., 2008). Baron-Cohen (as cited in Tapia & Marsh, 2006) also supported that females score better than males in EQ due to genetic influences. As a conclusion, genders with parents higher on EQ more likely to be inherited with higher EQ traits.

Neuroscience. A great body of research exists on investigating the relationship between intelligence and brain activity. Up until recently, relationship of EQ and brain activity gets some attention. According to Jausovec and Jausovec (2005), higher intelligence (IQ) males displayed greater decoupling of frontal brain areas, whereas highly intelligent (IQ) females showed more coupling between frontal and occipital brain areas. This is similar with EQ but less significant differences compared to IQ (Jausovec & Jausovec, 2005). According to Ciarrochi, Chan, and Caputi (as cited in Craig et al., 2009), females had consistently higher EEG activity scores across all cortical sites, and they are superior in verbal recall scores than males. Verbal recall capacity has been linked to an ability to express one's emotions and relate to others.

Attachment orientations. According to Kafetsios (2004), there are abundant evidence for the relationship between attachment styles and emotional perception. There are four types of attachments which are secure, fearful-avoidant, preoccupied/anxious and dismissing-avoidant. Secure attachment is the one having the most significant and consistency by positively related to total EQ scores.

Biringen and Robinson (1991) stated that secure infants have sensitive and responsive caregivers who communicate well with the children. Magai et al., (as cited in Kafetsios, 2004) further supported saying that secure individuals were relatively accurate in decoding facial expressions than those who are avoidant persons. When comparing to

genders, same attachments styles resulted in different levels of EQ. For example, avoidant males somehow showed more inaccuracy decoding anger compared to avoidant females (Kafetsios, 2004).

CHAPTER III METHODOLOGY

Participants

60 participants took part in this study. All participants made up from undergraduate psychology students in University Tunku Abdul Rahman. In this finding, total number of 30 female respondents and 30 male respondents recruited. The reason choosing equal numbers of gender among respondents as it is needed to identify and made comparisons accurately between male and female.

Measures

Participants are invited to complete a questionnaire consist three parts which included demographic variables, EI assessment and qualitative survey questions. Demographic section intended to obtain data on participants' gender and year of study. This questionnaire is carried out by using hard copies and a response rate of 100% obtained. Perfect response obtained because the questionnaire is directly distributed to participants face to face and collected right after they are done.

By using probability sampling approach, questionnaires randomly distributed to Y2S3 psychology students in different tutorial groups. Stratified random sampling is used to conduct the survey. A total of 105 participants of Y2S3 Psychology students divided into five groups, which are called strata. Then, from the particular strata, twelve students have been chosen randomly (6 females and 6 males) from each tutorial by using draw lots. This method of sampling could help us to increase the likelihood of the sample representing the whole population of Y2S3 psychology students.

Emotional Intelligence Instruments

Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF). The long form of TEIQue was developed by Petrides and Furnham (2006) to provide coverage

of the trait EI domain in measuring emotional intelligence. In this study, TEIQue-short form (TEIQue-SF) has been used. This TEIQue-SF is derived from the long form of TEIQue where thirty questions consisting four factors with fifteen subscales are formed as stated in Table 2 and Table 3 (Petrides & Furnham, 2006). According to Cooper and Petrides (2010), two items from each of the fifteen subscales of the TEIQue were selected for inclusion, based primarily on their correlations with the corresponding total subscale scores. This procedure is to ensure broader coverage of sampling domain and adequate internal consistencies. Items were responded to on a 7-point Likert scale, ranging from 1 (Completely Disagree) to 7 (Completely Agree).

Table 2

The 15 Subscales/Facets in TEIQue-SF

Adaptability	Emotion control	Low impulsiveness	Self-motivation	Trait empathy
Assertiveness	Emotion expression	Relationships	Social awareness	Trait happiness
Emotion appraisal (self and others)	Emotion management (others)	Self-esteem	Stress management	Trait optimism

Table 3

30-Items in TEIQue-SF under Four Factors

Factors	Item
Well-being	5*, 9, 12, 20, 24, and 27
Self-control	4*, 7*, 15, 19, 22*, and 30
Emotionality	1, 2*, 8*, 13*, 16*, 17, 23, and 28*
Sociability	6, 10*, 11, 21, 25*, and 26*
Global Trait EI	3, 14*, 18*, and 29

* Those items needed to be calculated in reverse-score as it is presented in negatively worded format.

The TEIQue-SF was designed to yield primarily global trait EI scores by summing up all the scores, long form of TEIQue would be recommended for a more comprehensive analysis on factor or subscale scores (Petrides, 2006). A global trait EI score is calculated by summing up the item and higher scores represented higher EQ level globally. There are no categories for scoring (Cooper & Petrides, 2010).

According to Petrides and Furnham (2006), good construct validity has been found and reliability of TEIQue-SF is supported by empirical studies indicating scale reliability at the range of 0.71 to 0.76 (Memar, Abolhassani, Azghandi, & Taghavi, 2007). The internal consistencies were satisfactory for both males (.84) and females (.89) (Petrides & Furnham, 2006).

Survey questions. Two questions have been created to obtain more qualitative information on perceptions of genders. First question is in closed-ended question format, “Which gender has higher level of Emotional Intelligence (EQ)?” Then, another open-ended question has asked about why it is so. By collecting findings from these questions, a more qualitative analysis is expected to have an overview of this topic.

Procedure

Before the participants began the tasks, having provided their informed consent which was attached with questionnaire, they are assured to understand the nature of study.

They were asked to follow the instructions and answer all of the questions. The items in the TEIQue-SF were answered on 7-point Likert-type scales ranging from completely disagree (1) to completely agree (7). Upon completing the questionnaire, each of the participants was offered the opportunity to receive feedback on the results of the study if they wished so and thanked for their time.

Data Analysis

The data collected was analyzed using statistical method. Independent Sample *t*-Test is used to examine the gender differences in actual EQ level (Hypothesis 1). Percentages has been used to show which gender has been perceived as higher EQ since there are equal number of participants from each gender (Hypothesis 2). Thematic approach is applied to analyze on qualitative questions regarding factors of self-perceived EQ level. Qualitative thematic analysis aimed to investigate reasons that support participants on deciding which gender has higher level of EQ. Information gathered is analyzed to categories by picking up the key words of answers provided. Then, putting categories into their respectively themes. All of the responses are organized, discussed and assigned aimed to find out the main themes (Hypothesis 3).

CHAPTER IV

FINDINGS AND ANALYSIS

Hypothesis 1: There is a significant difference between gender and actual level of EQ.

In order to determine is there any significant difference between gender and actual level of EQ, Independent Sample t-Test has been performed. The process of calculation is shown in Appendix C.

Research Hypothesis (H₁): There is a significant difference between gender and actual EQ level.

Null Hypothesis (H₀): There is no significant difference between gender and actual EQ level.

Table 4

Independent Sample t-Test for Gender and Actual Level of EQ

Variable	Gender	N	M	SD	t	df	CV
Actual level of EQ	Male	30	131.633	21.656	- 1.034	58	2.000
	Female	30	136.9	17.608			

From Table 4, Independent Sample *t*-Test showed that there is no significant difference between gender and actual level of EQ. The result, $t(58) = -1.034$, $p < 0.05$, where the mean for male is 131.633 ($SD=21.656$), and 136.9 ($SD=17.608$) for female students while critical value, $CV=2.000$. When $t = -1.034 < CV = 2.000$ then research hypothesis is accepted which is no significant difference between gender and actual level of EQ.

Hence, hypothesis 1 is not supported.

Hypothesis 2: Both females and males estimate that males have higher EQ level than females.

This hypothesis is examined through comparison of frequency (percentage) in order to find out which gender has higher expectation of EQ level. Table 5 demonstrated the percentage distribution from both gender.

Table 5

Frequency (Percentage) of Self-Perception on Which Gender has The Higher Level of EQ
(n = 60 – Male = 30, Female = 30)

Gender	Male	Female	Total
Male	24 (80%)	6 (20%)	30 (100%)
Female	17 (56.67%)	13 (43.33%)	30 (100%)
Total	41 (68.33%)	19 (31.67%)	60 (100%)

Table 5 revealed that 41 participants (68.33%) out of 60 participants fall into the category of male, where they think males have higher EQ level. Out of 41 participants, there are 24 males and 17 females (80% and 56.67%, respectively). 80% of males' participants have highly perceived their own gender to be better in EQ level, whereas 56.67% females' participants have the same thought. In conclusion, majority of males and females perceived males have higher level of EQ.

On the other hand, 19 participants (31.67%) out of 60 participants fall into female category where they think females have higher EQ level. Out of 19 participants, there are 6 males and 13 females (20% and 43.44%, respectively). 20% of males' participants have perceived females are better in EQ level, whereas 43.44% females' participants have the same thought. In short, minority of participants perceived females as higher level of EQ compared to males.

A total of 68.33% from both gender perceived males are higher in EQ level. Thus, this has supported hypothesis 2 stated that both gender estimate males have higher level of EQ.

Hypothesis 3: Factors revolving around self-estimation bias are expected.

Thru thematic analysis, reasons provided are summarized into two tables which are factors of higher EQ level in males (Table 6) and factors of higher EQ level in females (Table 7). The findings will be presented separately to have clearer picture as males and females have different themes and categories, in another words, different reasons provided by them.

Table 6 shows a combination of reasons from both genders (41 participants) regarding males have higher EQ level and the findings comprised of seven themes, including twenty categories are presented below.

Table 6

Self-Perceived Reasons Supporting Male has Higher EQ Level by Both Genders

Themes with categories	N	Participants who hold this idea*
Emotionality	14	(19) (24) (35) (36) (39) (42) (43) (44) (45) (47) (49) (50) (57) (59)
Emotion expression		
Emotion regulation		
Cognition /Mentality	11	(2) (5) (6) (11) (15) (16) (21) (22) (26) (34) (38)
Rationality		
Logical		
Strategic thinking		
Perception-taking		
Personality /Characteristic	6	(7) (8) (10) (17) (30) (33)
Easy-going		
Independent		
Strong		
Awesomeness		
Confident		
Leadership		
Indifference		
Sociable		
Biology	5	(14)(18)(23) (25) (55)
Hormone changes		
Brain Usage (left brain)		
Self-control	3	(13) (28) (29)

Low Impulsivity Not easy to be influenced		
Culture/Belief Gender role expectation	1	(54)
Research Findings Statistics	1	(4)

*Participants are presented in their numbers where they are assigned to instead of using their names.

Seven themes are emotionality ($n=14$), cognition/mentality ($n=11$), personality/characteristic ($n=6$), biology ($n=5$), self-control ($n=3$), culture/belief ($n=1$) and research findings ($n=1$).

Emotionality. This theme was held by fourteen participants (2 males, 12 females) when comes to reasoning why males' are higher in EQ level. Higher control in emotionality has become the main factor why males' are good in their EQ. Example, a male participant (19) indicated that: "Male shows more stable emotion especially during sudden case like accident." According to another female participant (36), she holds the similar opinion: "Female tends to be more emotional, can't control it well."

Cognition/Mentality. This theme is occupied by eleven participants (9 males, 2 females). Being able to rationalize, think logically and strategically plus good insight has become important in having higher EQ. A male participant (5) stated: "The tendency to lead and rational thinking in making decisions" in males has contributed to this idea.

Personality/Characteristic. Six participants (5 males, 1 female) have the similar ideas on this theme. Good personal attributes help people to be better in EQ level. One of the participants (8) gave this reason: "They tend to be more independent and able to socialize well."

Biology. Five participants (4 males, 1 female) come upon this same theme stating physiological aspect brings more advantages to males in EQ level. Participant (18) voiced out: “Female gets ‘EMO’ easily due to hormone problem.”

Self-control. Three participants (males) suggested that males has higher self control in so higher level of EQ. One of them (28) said: “Because male is easier to calm down and stay cool when sudden incident have happened.”

Culture/Belief. One female participant (54) stated that it is the gender role expectation causes this. Reason given is: “Due to social expectation, males are trained to be emotionally strong. Therefore, they are capable to regulate their emotion better as compared to female.”

Research Finding. Also, one male participant (4) stated that it is showed by research males have higher EQ level statically.

As a conclusion, it is suggested that mostly males are perceived with higher EQ level due to their stable emotionality and cognition/mentality when facing problems or challenges.

On the other hand, now we look at why females are higher in EQ level. Table 7 shows a combination of reasons from both genders (19 participants) regarding females have higher EQ level and the findings comprised of six themes, including fourteen categories are presented below.

Table 7

Self-Perceived Reasons Supporting Female has Higher EQ Level by Both Genders

Themes with categories	N	Participants who hold this idea*
Emotionality Emotion regulation Emotion expression Emotion oriented	8	(12) (31)(41)(46)(48)(53)(56)(60)**
Cognition /Mentality Rationality	2	(32)(60)**
Personality/Characteristic Empathetic Respectful Easy-going Sensitive Patience	5	(3)(37)(40)(52)**(58)**
Biology Genetic	2	(1) (27)
Self-Control Low Impulsivity Appropriate behaviour	2	(51)(58)**
Culture/Belief Gender role expectation Personal experience	3	(9) (20) (52)

*Participants are presented in their numbers where they are assigned to instead of using their names.

**Participants may be replicated in different themes due to more than one significant reason provided.

Table 7 demonstrated similar themes with Table 6, except for “research findings”.

Both tables mainly vary from sub-categories. Six themes are formed which are emotionality ($n=8$), cognition/mentality ($n=2$), personality/characteristic ($n=4$), biology ($n=22$), self-control ($n=2$), culture/belief ($n=3$).

Emotionality. Eight participants (1 male, 7 females) expressed their ideas related to emotionality. This group of people has a different interpretation of emotionality compared with previous group which in same theme. Participant (48) expressed: “As

females expressed their emotions and feelings, they will be better and able to cope with emotions efficiently.” This is further supported by participant (12) stated: “Female has more daily life stress as so they tend to control well and manage to keep their life enjoyable.”

Cognition/Mentality. Two participants (females) viewed this as factor contributing to females’ higher EQ level. Response answer from participant (32) described in following way: “they tend to be more rational.”

Personality/Characteristic. Five participants (1 male, 4 females) indicated characteristic of females have made them better in EQ level. Statement of a participant (3) suggested: “They are easier to think about other’s feelings unlike male.”

Biology. Two males’ participants (1, 27) hold the belief biology has something to do with EQ level in females. Both of them responded by saying it is the “genetic reason.”

Self-control. Two females’ participants involved in this theme. Participant (58) voiced out: “They respect others more and behave appropriately while male is easier to be influenced to involve in maladaptive behaviors.”

Culture/Belief. Three participants (1 male, 2 females) agreed upon this idea that culture or belief affects the level of EQ in females. Participants (20) expressed: “Female in cultural basis encourage to share emotional thoughts with others.”

In short, emotionality and personality or characteristic has prepared females to be higher in EQ level, as what perceived by participants in this study.

CHAPTER V

DISCUSSION AND CONCLUSION

Discussion

The purpose of present study has been attained by examining the gender differences in actual EQ level of undergraduates' students as measured by TEIQue-SF. Perception differences and reasons supporting such differences have been explored as well. The findings of this study showed that there is no significant difference between gender and actual EQ level. Another major finding is the perception of participants perceiving males are higher in EQ level compared to females. The grounds of their interpretation could be divided into seven themes, with categories in each theme.

Despite females ($M=136.9$) are found slightly higher mean scores of EQ in overall compared to males ($M=131.633$), but the difference is not adequate to be significant statically after by passing the *t*-Test. Thus, there is no significant difference between gender and actual level of EQ. Although this result is not in line with the first hypothesis stating females would be expected higher in actual level of EQ, it is still debatable through studies of few researchers as mentioned earlier in this study. Present study further aligned with researches that suggested no significant difference in overall EQ scores (Arteche et al., 2008; Kafetsios, 2004). Regarding gender, another research supported this stand stating that no differences have been found in overall EQ level between genders. However, significant differences could be existed in factors or facets (Bar-On, 2006). Females tend to scored higher in appraisal of emotions and social skills factors, where males scored better in factor of utilization on emotion (Shi & Wang, 2007).

In the findings of Kafetsios (2004) showed that inconclusive gender differences are mainly due to females solely superior on the subscale of perception of emotion. Another research further sustained this idea by difference aspect, it indicated females are superior among few factors or subscales, but it should be noted that males are better on other subscales as well (Shi & Wang, 2007). Thus, this complicated pattern of interaction counteract each genders, so it is fairly reasonable if the finding showed no

significant difference. Also, choices of measurement and sampling sized would influence the degree of significant differences (Shi & Wang, 2007).

This study corroborated the above idea, even females' scores may superior in overall yet it does not differ significantly in gender as they only scored higher in certain aspects.

Moving to the next finding, this study looked into participants' perception on which gender has higher EQ level. Hypothesis is supported where males (68.33%) are perceived having higher EQ level compared to females (31.67%) from both genders. This finding is in line with previous studies with males self-estimated themselves high in EQ level (Petrides & Furnham, 2000; Stumm, Charmorro-Premuzic, & Furnham, 2009). At the same time, present data coincided with what proposed by Petrides and Furnham (2000) that females reported themselves lower in EQ level. Furnham and Buchanan (2005) further supported this view of point stating females tend to provide lower estimates of themselves in general while males are being more self-confident about their ability in reporting.

Possible explanations are based on the nature of self-enhancement (male) and self-derogation (female) and also gender-bias' understanding in the perception about self-perceived EQ. Females tend to underestimate their ability whereas males overrated their EQ level (Petrides & Furnham, 2000). A group of researchers agreed on this explanation through their findings on lack of correspondence between self-report and actual EQ level, which mean people are not good in perceiving their actual abilities. This judgement may be due to bias where individuals rely on typical responses in emotional situation when estimating their actual EQ level (Brackett, Rivers, Shiffman, Lerner, & Salovey, 2006). Current study affirmed with above studies, showing females and males together estimated males as higher EQ level individual.

Last part of this study gazed into the reasoning pattern of participants on self-perceived EQ in genders. As the participants' answers are being organized and categorized, seven main themes and its categories emerged in this study. It provided a certain amount of information when described and discussed. Emotionality, Cognition/Mentality, Personality/Characteristic, Biology, Self-Control, Culture/Belief and Research Findings are the seven themes.

The results of this study suggested that majority of the participants considered the aspect of emotionality and cognition/mentality when they laid their answer in response of the question. When it comes to evaluating level of EQ, they tend to think about emotion regulation and emotion expression (emotionality) or rationality and logical thinking (cognition/mentality). Regardless of gender, there is a trend on describing their thinking where they tend to relate rationality with male suggesting they are rather rational in making decision or facing obstacles. Females are often being related to emotional term negatively such as emotional break down easily or mood swings. This particular finding coincided with previous studies of Petrides and Furnham (2004), they acknowledged that usually "rationality" is viewed as the male core trait and "emotionality" is viewed as a female core trait during the process of self-estimation of EQ level.

This is also being explained as a socialization process by another study. Since they were young, females are being related to emotional competencies. They are viewed as sensitive so they are regulating and expressing their feelings easily at the same time perceived as emotionally instable and irritable tempered (Sanchez-Nunez et al., 2008). Most of the reason provided by participants on this research indicated that males are higher in EQ level because they are more rational and females are too unstable where they easily lost control in term of emotion.

Personality/Characteristic is another theme which involved personal attributes when accessing level of self-perceived EQ. Empathy, sensitive, easy-going characteristics are part of examples needed to be better in EQ level. This result is similar to findings stated that personality characteristics could be part of explanation to higher level of EQ. For example, females are more sensitive and empathetic compared to males. These traits help them to be greater in EQ level (Katyal & Awasthi, 2005).

When we talked about genetics, brain structure usage, or hormone changes, all these have been classified under “biology” theme. Participants in this theme employed ideas that it’s the nature or “born-this-way” point of view where it is inevitable occurrence. Participants considered that particular gender has no choice but they are influenced by hormone and the genetic decided their EQ level. Studies supported EQ traits can be inherited from parents as well (Vernon et al., 2008). Males with higher EQ level are associated with dominance of right hemisphere but this is not being observed in females. This may suggested that males and females possibly employ different approaches for EQ tasks (Castro-Schilo & Kee, 2010).

The theme of “self-control” concerned about the ability to control themselves with low impulsivity or behaving in appropriate way in this study. Higher EQ individuals control themselves well enough in the sense that they can control over their urges and desires. This theme is supported by TEIQue-SF questionnaire used in this present study as well, where self-control is one of the four factors assessed (*TEIQue*, 2001).

The theme of “culture/belief” involved in how participants uses their belief or culture to comprehend the reason for their response. They have associated typical gender-stereotypic view into this theme where we actually could discuss this in bigger picture where previous discussed themes could largely influence by this theme. Males are

expected to be strong and tough whereas females are fragile emotionally (Petrides, Furnham, & Martin, 2004).

“Research Findings” theme is related to evidences and statistics showing gender with higher level of EQ. For what we have been discussed all along this study, we find it concisely that contradictory findings have been found. Though it may be relevant under some context yet there is no clear cut conclusion from research stating solely one particular gender is more prominently occupying the higher level of EQ level.

All of these themes may overlap with each other, and the stereotypic judgment pattern has evolved as the major discovery of this part, affecting different themes at the same time. Example, it is one’s holding of bias when one’s perceived most of the females are emotional, low self control, biologically disadvantages in emotionality and cognitive aspect.

In brief, although one of the hypotheses has been rejected yet all of them are supported by previous studies. It is worthwhile of this study as it exposes us with justification information not only numerical findings but qualitatively as well.

Limitations of Study

Small sample size. There are only 60 participants in this study. This made generalization of results difficult and significant findings are hard to reach.

Questionnaire. As mentioned earlier, the short form of TEIQue is used superiorly in measuring global EQ scores. Thus, this research only focuses on discussing actual level of EQ in overall. Factors and subscales of this questionnaire are not being come across in depth.

Subjectivity of the researcher. Due to qualitative analysis is basically an analysis data from researcher, so it may be subjected to subjective or biased point of view and not agreed or applied to every circumstance.

Recommendation for Future Research

This study would have crucial repercussion not only on description or explanation of one's actual and perceived emotional intelligence, but also shed a light into applicability of the teaching of psychology. Remember that participants are psychology undergraduates' students, if they are still using stereotypic thinking pattern unconsciously even under exposure of learning relevant psychology aspects in their course, what do that imply?

Future work might as well examine in more detail the role of cognitive framing in how individuals engaged in self-stereotyping, or on others. Also, the consequences of individuals engaged in such thinking pattern when comes to estimation of one's or others abilities. Interaction effect between thinking process, consequences and emotional intelligence might be in concern affecting our behavior of daily life in different context such as academic, interpersonal and so on. Thus, it should be taken into consideration where emotional intelligence is predictor of successful adaptation in individuals.

There are very limited relevant researches in emotional intelligence in Malaysia. Further exploration should be done particularly in this country to have better understanding in this area. Future research on emotional education also could be beneficial for educators or counselors in term of better knowledge in help of increasing emotional intelligence among people.

Conclusion

With the rising importance of Emotional Intelligence (EQ), Intelligence Quotient (IQ) is no longer the only aspect people concern when it comes to types of intelligences that help us to be successful in life. Current study has brought this topic to further steps in its importance. This study not only reflected consistency with previous studies on gender differences of emotional intelligence (actual and self-perceived), it also showed the inclination of individuals' in perceiving their ability not in line with their actual ability, in this case the emotional intelligence. The results also highlighted the reasoning pattern in evaluating level of emotional intelligence. It is concluded that typical bias thinking pattern has been employed when evaluating self-estimated emotional-intelligence. Further researches on this cognitive pattern needed to investigate as human's full potential may be deteriorated.

Last but not least, this research served as a stepping stone in the field of emotional intelligence especially in Malaysia. It opens worthwhile opportunities to a more understanding of this aspect as emotional intelligence serves as success equation in our life. Emotional intelligence could be one of the strong predictor of various achievements, so it's decent effort of increasing number of researchers or educators in bringing up this issue and finding their ways to increase awareness and understanding of the public.

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Appendix A

Questionnaire



INFORMED CONSENT FORM

QUESTIONNAIRE ON EMOTIONAL INTELLIGENCE

I'm a psychology final year student of Year 3 Semester 3, currently conducting a survey related to Emotional Intelligence (EQ). Your voluntary participation is requested so we may learn more about the level and gender differences in EQ among undergraduates' students in University Tunku Abdul Rahman. Your responses will be provided anonymously to protect your privacy.

Thank you for your patience in completing the survey.

Gender : _____

Year of Study : _____

TEIQue-SF

Instructions: Please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement. Do not think too long about the exact meaning of the statements. Work quickly and try to answer as accurately as possible. There are no right or wrong answers. There are seven possible responses to each statement ranging from 'Completely Disagree' (number 1) to 'Completely Agree' (number 7).

1 2 3 4 5 6 7
Completely Disagree **Completely Agree**

1. Expressing my emotions with words is not a problem for me.	1	2	3	4	5	6	7
2. I often find it difficult to see things from another person's viewpoint.	1	2	3	4	5	6	7
3. On the whole, I'm a highly motivated person.	1	2	3	4	5	6	7
4. I usually find it difficult to regulate my emotions.	1	2	3	4	5	6	7
5. I generally don't find life enjoyable.	1	2	3	4	5	6	7
6. I can deal effectively with people.	1	2	3	4	5	6	7

7. I tend to change my mind frequently.	1	2	3	4	5	6	7
8. Many times, I can't figure out what emotion I'm feeling.	1	2	3	4	5	6	7
9. I feel that I have a number of good qualities.	1	2	3	4	5	6	7
10. I often find it difficult to stand up for my rights.	1	2	3	4	5	6	7
11. I'm usually able to influence the way other people feel.	1	2	3	4	5	6	7
12. On the whole, I have a depressing perspective on most things.	1	2	3	4	5	6	7
13. Those close to me often complain that I don't treat them right.	1	2	3	4	5	6	7
14. I often find it difficult to adjust my life according to the circumstances.	1	2	3	4	5	6	7
15. On the whole, I'm able to deal with stress.	1	2	3	4	5	6	7
16. I often find it difficult to show my affection to those close to me.	1	2	3	4	5	6	7
17. I'm normally able to "get into someone's shoes" and experience their emotions.	1	2	3	4	5	6	7
18. I normally find it difficult to keep myself motivated.	1	2	3	4	5	6	7
19. I'm usually able to find ways to control my emotions when I want to.	1	2	3	4	5	6	7
20. On the whole, I'm pleased with my life.	1	2	3	4	5	6	7
21. I would describe myself as a good negotiator.	1	2	3	4	5	6	7
22. I tend to get involved in things I later wish I could get out of.	1	2	3	4	5	6	7
23. I often pause and think about my feelings.	1	2	3	4	5	6	7
24. I believe I'm full of personal strengths.	1	2	3	4	5	6	7
25. I tend to "back down" even if I know I'm right.	1	2	3	4	5	6	7
26. I don't seem to have any power at all over other people's feelings.	1	2	3	4	5	6	7
27. I generally believe that things will work out fine in my life.	1	2	3	4	5	6	7
28. I find it difficult to bond well even with those close to me.	1	2	3	4	5	6	7
29. Generally, I'm able to adapt to new environments.	1	2	3	4	5	6	7
30. Others admire me for being relaxed.	1	2	3	4	5	6	7

Survey Questions:

Based on your opinion, please **circle** which gender you think is more applicable to the question and **write down** the reason you think so.

Which gender has higher level of Emotional Intelligence (EQ)?

Male / Female

Reason: _____

Original Data

Data from Questionnaire

Number of Participants	Gender	Four factors of EQ					Total Level of EQ (210)
		Well-being (42)	Self-Control (42)	Emotionality (56)	Sociability (42)	Global Traits EI (28)	
1	Male	34	23	31	27	22	137
2	Male	28	22	25	23	25	123
3	Male	28	24	32	26	17	127
4	Male	32	30	35	22	15	134
5	Male	35	27	41	30	20	153
6	Male	30	27	30	27	19	133
7	Male	25	27	41	24	15	132
8	Male	31	27	42	27	20	147
9	Male	21	24	32	22	13	112
10	Male	34	29	46	25	18	152
11	Male	42	38	50	40	28	198
12	Male	32	30	45	30	22	159
13	Male	24	14	33	23	16	120
14	Male	35	26	43	29	22	155
15	Male	25	24	47	23	18	137
16	Male	26	26	33	25	20	130
17	Male	39	28	29	30	17	143
18	Male	25	21	35	19	19	119
19	Male	37	32	44	24	18	155

20	Male	26	27	27	24	14	118
21	Male	30	25	34	24	19	132
22	Male	23	24	36	20	14	117
23	Male	24	26	33	23	15	121
24	Male	12	25	21	18	14	90
25	Male	28	26	28	31	18	131
26	Male	17	21	43	26	14	121
27	Male	23	24	37	25	15	124
28	Male	30	25	36	27	19	137
29	Male	27	23	30	17	11	108
30	Male	16	18	28	8	14	84
31	Female	26	20	30	15	13	104
32	Female	25	22	38	23	14	122
33	Female	28	28	33	23	15	127
34	Female	20	25	43	24	17	129
35	Female	27	27	33	25	12	124
36	Female	28	20	46	31	15	140
37	Female	30	30	34	20	16	130
38	Female	36	32	43	28	20	159
39	Female	25	22	32	31	18	128
40	Female	30	24	43	29	21	147
41	Female	32	20	34	25	17	128
42	Female	31	28	37	23	19	138
43	Female	30	24	41	29	17	141
44	Female	25	18	34	26	18	124
45	Female	28	20	43	16	17	124

46	Female	31	31	40	25	22	149
47	Female	30	24	44	26	18	142
48	Female	36	30	48	30	24	168
49	Female	24	24	32	20	13	113
50	Female	27	26	41	24	17	135
51	Female	23	22	35	26	11	117
52	Female	38	33	50	37	24	182
53	Female	29	28	40	30	18	145
54	Female	31	27	49	31	24	162
55	Female	32	31	42	31	21	157
56	Female	32	24	34	26	19	135
57	Female	30	25	41	19	18	133
58	Female	24	15	41	23	17	120
59	Female	31	28	47	31	21	158
60	Female	30	26	35	21	14	126

Data from Qualitative Questions

Number of Participants	Survey Question's Answer
1	Female. Genetic Factors.
2	Male. Girls are irrational.
3	Female. They are easier to think about other's feelings unlike male.
4	Male. Statistic shows.
5	Male. The tendency to lead and rational thinking in making decisions.
6	Male. They think more logically.
7	Male. More to whatever, anything, easy going type.

8	Male. They tend to be more independent and able to socialize well.
9	Female. Being emo is not a man thing.
10	Male. They are more confident in emotions compared to female.
11	Male. Higher EQ will have better decision making as won't affect by emotions. Thus, Guys are better in decision making and higher in EQ.
12	Female. Female has more daily life stress as so they tend to control well and manage to keep their life enjoyable.
13	Male. More calm when facing problems.
14	Male. Female has more biological factor to influence the level of EQ.
15	Male. Male point of view starts from the events or case but female is based on current emotional and they have limited strength to control it.
16	Male. The way of male's view is different with female. Many things for male might be not a problem, but yes for female.
17	Male. Because male is always strong and awesome.
18	Male. Female gets 'EMO' easily due to hormone problem.
19	Male. Male shows more stable emotion especially during sudden case like accident.
20	Female. Female in cultural basis encourage to share emotional thoughts with others.
21	Male. They tend to think more rationally.
22	Male. It is due to the ability of male in keeping their emotion calm and being rational when making decisions regarding management.
23	Male. Use left brain frequently than female.
24	Male. Generally, female has mood swing if compared to male.
25	Male. Female's hormone drive their emotional level, whereas male is more aggressive.
26	Male. Because male is more reasonable and rational.
27	Female. Genetic reason.
28	Male. Because male is easier to calm down and stay cool when have sudden incident happened.

29	Male. Female easy influence by the environment or physical body condition.
30	Male. Male always plays crucial role like leader, politician, authority and so on.
31	Female. More males involve in fighting due to small problems. They can't manage their emotion effectively.
32	Female. They tend to be more rational.
33	Male. They tend to not care.
34	Male. They are more rational and can control themselves.
35	Male. Female breaks down easily.
36	Male. Female tend to be more emotional, can't control it well.
37	Female. Girls are more easy-going.
38	Male. Male think more logically and female more emotionally and most of the time they are unable to control.
39	Male. Male tend to spend less time on thinking much about their negative emotion.
40	Female. They are much more sensitive and willing to stop and listen to others.
41	Female. They give importance on feelings and emotions compared to males.
42	Male. Female is easier to be frustrated, or emotional unstable.
43	Male. Female is more sentimental. Male is more likely to repress their feelings and control well their emotions.
44	Male. Female expresses their feeling and emotion on the spot and less likely to control their emotion well.
45	Male. Female tends to be more emotional and easier in expressing themselves.
46	Female. Male tends to have more emotional aggression and get angry and hard to control themselves. Female although may show mood swings but they control well with person they are angry with.
47	Male. Female easier to be emotional.

48	Female. As females expressed their emotions and feelings, they will be better and able to cope with emotions efficiently.
49	Male. They can control their emotion and temper better than female.
50	Male. Female are emotional all the time.
51	Female. Female is more stable and calm.
52	Female. Personality and experience are better.
53	Female. They manage their emotion well compare to male.
54	Male. Due to social expectation, males are trained to be emotionally strong. Therefore, they are capable to regulate their emotion better as compared to female.
55	Male. Female expresses their feeling and depressed easily due to hormonal changes.
56	Female. They know how to express their feelings and able to control their emotion in front of public.
57	Male. Because female hard to control their own emotion.
58	Female. They respect others more and behave appropriately while male is easier to be influenced to involve in maladaptive behaviors.
59	Male. They do not usually show their temper and able to control their temper.
60	Female. They will think more or not easy in showing their feelings out.

Appendix C

Result 1: No Significant Difference between Gender and Actual Level of EQ

Participants' Scores of EQ level

Male			Female		
Participants	x	x^2	Participants	y	y^2

1	137	18769	31	104	10816
2	123	15129	32	122	14884
3	127	16129	33	127	16219
4	134	17956	34	129	16641
5	153	23409	35	124	15376
6	133	17689	36	140	19600
7	132	17424	37	130	16900
8	147	21609	38	159	25281
9	112	12544	39	128	16384
10	152	23104	40	147	21609
11	198	39204	41	128	16384
12	159	25281	42	138	19044
13	120	14400	43	141	19881
14	155	24025	44	124	15376
15	137	18769	45	124	15376
16	130	16900	46	149	22201
17	143	20449	47	142	20164
18	119	14161	48	168	28224
19	155	24025	49	113	12769
20	118	13924	50	135	18225
21	132	17424	51	117	13689
22	117	13689	52	182	33124
23	121	14641	53	145	21025
24	90	8100	54	162	26244
25	131	17161	55	157	24649
26	121	14641	56	135	18225

27	124	15376	57	133	17689
28	137	18769	58	120	14400
29	108	11664	59	158	24964
30	84	7056	60	126	15876
	$\sum x = 3949$	$\sum x^2 = 533421$		$\sum y = 4107$	$\sum y^2 = 571239$
	Mean =131.633			Mean =136.9	
	SD = 21.656			SD = 17.608	

Mean (Standard deviation) of participants in actual level of EQ

Variable	Gender	<i>N</i>	<i>M</i>	<i>SD</i>
Actual level of EQ	Male	30	131.633	21.656
	Female	30	136.9	17.608

Calculation:

$$\bar{X}_x = 131.633$$

$$\bar{X}_y = 136.9$$

$$df = (n-1) + (n-1)$$

$$CV = 2.000$$

$$= (30-1) + (30-1)$$

$$= 58$$

$$\begin{aligned}
 \text{Standard deviation, } S_x &= \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n-1}} & S_y &= \sqrt{\frac{\sum y^2 - \frac{(\sum y)^2}{n}}{n-1}} \\
 &= \sqrt{\frac{533421 - \frac{(3949)^2}{30}}{30-1}} & &= \sqrt{\frac{571239 - \frac{(4107)^2}{30}}{30-1}} \\
 &= \sqrt{\frac{533421 - 519820.033}{29}} & &= \sqrt{\frac{571239 - 562248.3}{29}} \\
 &= \sqrt{\frac{13600.967}{29}} & &= \sqrt{\frac{8990.7}{29}} \\
 &= 21.656 & &= 17.608
 \end{aligned}$$

$$\begin{aligned}
 \text{Estimated } \sigma_{\text{diff}} &= \sqrt{\frac{S_x^2}{n} + \frac{S_y^2}{n}} \\
 &= \sqrt{\frac{21.656^2}{30} + \frac{17.608^2}{30}} \\
 &= \sqrt{15.633 + 10.335} \\
 &= 5.096
 \end{aligned}$$

$$\begin{aligned}
 t &= \frac{\bar{X}_x - \bar{X}_y}{\sigma} \\
 &= \frac{131.633 - 136.9}{5.096} \\
 &= \frac{-5.267}{5.096} \\
 &= -1.034
 \end{aligned}$$

When $t = -1.034 < CV = 2.000$ then reject the research hypothesis, accept null hypothesis.

Result 2: Factors of Self-Perceived EQ Level

Reasons Supporting Male has Higher EQ Level from Male.

Participants' Number	Reasons	Sub-categories
2	Girls are irrational.	Rationality
4	Statistic shows.	Statistic

5	The tendency to lead and rational thinking in making decisions.	Rationality
6	They think more logically.	Rationality
7	More to whatever, anything, easy-going type.	Characteristic
8	They tend to be more independent and able to socialize well.	Characteristic
10	They are more confident in emotions compared to female.	Confident
11	Higher EQ will have better decision making as won't affect by emotions. Thus, Guys are better in decision making and higher in EQ.	Strategic thinking
13	More calm when facing problems.	Impulsivity
14	Female has more biological factor to influence the level of EQ.	Biology
15	Male point of view starts from the events or case but female is based on current emotional and they have limited strength to control it.	Perception-taking
16	The way of male's view is different with female. Many things for male might be not a problem, but yes for female.	Perception-taking
17	Because male is always strong and awesome.	Characteristic

18	Female gets 'EMO' easily due to hormone problem.	Hormone changes
19	Male shows more stable emotion especially during sudden case like accident.	Emotion regulation
21	They tend to think more rationally.	Rationality
22	It is due to the ability of male in keeping their emotion calm and being rational when making decisions regarding management.	Rationality
23	Use left brain frequently than female.	Brain Usage
24	Generally, female has mood swing if compared to male.	Emotion regulation
25	Female's hormone drive their emotional level, whereas male is more aggressive.	Hormone changes
26	Because male is more reasonable and rational.	Rationality
28	Because male is easier to calm down and stay cool when have sudden incident happened.	Impulsivity
29	Female easy influence by the environment or physical body condition.	Easy Influence

30	Male always plays crucial role like leader, politician, authority and so on.	Crucial position
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Reasons Supporting Male has Higher EQ Level from Female

Participants' Number	Reasons	Sub-categories
33	They tend to not care.	Indifference
34	They are more rational and can control themselves.	Rationality
35	Female breaks down easily.	Emotion regulation
36	Female tend to be more emotional, can't control it well.	Emotion regulation
38	Male think more logically and female more emotionally and most of the time they are unable to control.	Rationality
39	Male tend to spend less time on thinking much about their negative emotion.	Emotion regulation
42	Female is easier to be frustrated, or emotional unstable.	Emotion regulation
43	Female is more sentimental. Male is more likely to repress their feelings and control well their emotions.	Emotion expression
44	Female expresses their feeling and emotion on the	Emotion

	spot and less likely to control their emotion well.	expression and regulation
45	Female tends to be more emotional and easier in expressing themselves.	Emotion expression and regulation
47	Female easier to be emotional.	Emotion regulation
49	They can control their emotion and temper better than female.	Emotion regulation
50	Female are emotional all the time.	Emotion regulation
54	Due to social expectation, males are trained to be emotionally strong. Therefore, they are capable to regulate their emotion better as compared to female.	Social gender role
55	Female expresses their feeling and depressed easily due to hormonal changes.	Emotion expression and regulation due to hormone
57	Because female hard to control their own emotion.	Emotion regulation
59	They do not usually show their temper and able to control their temper.	Emotion regulation

Reasons Supporting Female has Higher EQ Level from Male

Participants' Number	Reasons	Sub-categories
1	Genetic Factors.	Genes

3	They are easier to think about other's feelings unlike male.	Empathy
9	Being emo is not a man thing.	Gender role expectation
12	Female has more daily life stress as so they tend to control well and manage to keep their life enjoyable.	Emotion regulation
20	Female in cultural basis encourage to share emotional thoughts with others.	Cultural
27	Genetic reason.	Genes

Reasons Supporting Female has Higher EQ Level from Female

Participants' Number	Reasons	
31	More males involve in fighting due to small problems. They can't manage their emotion effectively.	Emotion regulation
32	They tend to be more rational.	Rationality
37	Girls are more easy-going.	Easy-going

40	They are much more sensitive and willing to stop and listen to others.	Sensitivity and patience
41	They give importance on feelings and emotions compared to males.	Emotion oriented
46	Male tends to have more emotional aggression and get angry and hard to control themselves. Female although may show mood swings but they control well with person they are angry with.	Emotion regulation
48	As females expressed their emotions and feelings, they will be better and able to cope with emotions efficiently.	Emotion expression and regulation
51	Female is more stable and calm.	Impulsivity
52	Personality and experience are better.	Personality and experience
53	They manage their emotion well compare to male.	Emotion regulation
56	They know how to express their feelings and able to control their emotion in front of public.	Emotion expression and regulation
58	They respect others more and behave appropriately while male is easier to be influenced to involve in maladaptive behaviors.	Respect and appropriate behavior
60	They will think more or not easy in showing their feelings out.	Rationality and emotion expression

