Gender, Age Differences and Emotional Intelligences: Implications for Workforce Development

Abstract

This research project involved an investigation into the relationship between college students'
use of emotional intelligence and age and gender Bermuda and Trinidad. The study included the
implementation of the Emotional Quotient Inventory (BarOn, 2002) administered online to 80
Bermudian Community College students and 88 ROYTEC Trinidadian student. A descriptive
correlation quantitative analysis determined that a correlation of .28 exists between Bermudian
and Trinidadian college students' use of EI. Significant correlation of .19 exists between EI and
gender and a significant correlation of .00 exists between EI and age. Bermudian students and
male students scored higher in EI overall. The implications of the findings indicate a need for
inculcating EI training into the curriculum so that future leaders and the future workforce will be
more equipped to deal with exponential changes.

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Introduction

Emotional Intelligence is as important as intellectual quotient when hiring workers in contemporary organizations. Since deficiencies in interpersonal skills abound in the work environment high levels of emotional intelligence are needed to perform adequately. Leaders need to inculcate emotional intelligence skills into their leadership repertoire in order to lead effectively and successfully. Viewing college students as the future workforce, the impetus of the study was to determine whether a correlation exists in use of emotional intelligence between gender and age among Bermudian and Trinidadian college students. Bissessar (2009, p.1) stated, "In contemporary organizations, the epitome of leadership is leaders' ability to discern, adapt, sense, and internalize the underpinnings of environmental culture." The aforementioned qualities are facets of emotional intelligence. The literature underscores the importance of emotional intelligence in cultivating successful leaders and workers in the workplace.

Literature Review

Studies conducted by Bar-On (2002, p. 39) concluded that gender and age have an impact on emotional intelligence. Males scored higher with intrapersonal intelligence than females. Females exhibited significantly higher interpersonal scores than males. However, no significant correlation existed for stress management and adaptability score with gender and age. Males tended to score higher than females in the general mood scale. Alumran and Punamaki (2008) conducted a study examining gender and age differences in emotional intelligence among 312 Bahraini adolescents and discovered that gender not age was significantly correlated with emotional intelligence. Girls showed higher interpersonal skills. These findings support earlier

studies conducted by Day & Carroll, 2004; Ciarrochi, Chan, & Bajar, 2001; Mayer, Caruso, & Salovey, 1999; Palmer, Monach, Gignac, & Stough, 2003; Van Rooy, Alonso, & Viswesvaran, 2004.

Similarly, Ciarrochi, Chan, Bajar (2004) found that girls were more adept at perceiving emotions, regulating emotions, and utilizing emotions for building relationships. Palmer, Monach, Gignac, and Stough (2003) confirmed those findings with women attaining higher levels of interpersonal skills and emotional awareness. Although, Petrides and Furnham (2003) discovered that men perceive themselves to possess higher EI levels than women. Hopkins (2004, p. 148) concluded that women leaders demonstrate a broad range of emotional competencies. Hopkins stated, "Women are expected to demonstrate the soft skills, and therefore emotional intelligence competencies are not acknowledged as extraordinary behavior." Mandell and Pherwani (2003) affirmed the gender differences between males and females in emotional intelligence among female managers with a mean score of 109.56 for female managers and a mean score of 98. 31 for male managers. Differences in emotional intelligence levels indicate a definite gap in workers' ability to cope with stress and deal with crisis management so much a part of the corporate world.

Methodology

Participants

Participants consisted of 168 college students with 80 Bermudians and 88 Trinidadians. Twenty-four males and 64 females participated in Trinidad whereas 21 males and 59 female Bermudian participated in the study. The sample consisted of four age groups both full-time and part-time students enrolled in Bermuda Community College and ROYTEC. The four age groups used within the study is represented in Table 1 where BarOn's normative sample is exemplified.

Nonprobability quota convenience sampling allowed for selection of participants. Volunteers over 18 years of age are both full-time and part-time students served as participants. The study took place over a period of one month because of lack response from participants and a small number of surveys completed after two weeks.

Table 1. *BarOn EQ-i: S Normative Sample.*

Age Group	Males	Females	Total
29 years and younger	539	670	1209
30 to 39 years	407	372	779
40 to 49 years	407	384	791
50 years and older	190	205	395
Total	1543	1631	3174

Taken from *EQ-i: S Technical Manual*, (Bar- On, 2002, p. 2)

Measure

BarOn's Emotional Quotient Inventory Shortened form for College students was used to measure the five variables: interpersonal, intrapersonal, adaptability, stress management, and general mood and their subsets. Table 2 illustrates the variables considered.

Table 2. *Bar-On EQ-i: S Scale Descriptions*

Scale	Characteristics of People with High Score
Intrapersonal	These individuals possess accurate self-awareness and are in touch with their emotions. They are also able to express their feelings and communicate their needs to others.
Interpersonal	These individuals are able to establish cooperative, constructive, and satisfying interpersonal relationships. They are good listeners and are able to understand and appreciate the feelings of others.
Stress Management	These individuals are generally calm and work well under pressure. They are rarely impulsive or lose control.
Adaptability	These individuals are flexible, realistic, and successful in managing change. They are adept at finding effective ways of

	dealing with everyday problems.
General Mood	These individuals are generally optimistic, energetic, and self-motivated. They also have a positive outlook and are typically pleasant to be with.

Taken from *EQ-i: S Technical Manual* (Bar-On, 2002, p. 16).

Results

Table 3. *Sub-Scales of EI, Mean and Standard Deviation.*

Raw Score Mean EQ Bermudian	36.64
Raw Score Bermudian Standard Deviation	4.19
Raw Score Mean EQ Trinidadian	34.28
Raw Score EQ Standard Deviation Trinidadian	3.80
Standard Standard Deviation Score	15.81
Standard Mean Score	101.67

EI Variables

Males scored higher overall than females in the intrapersonal, stress management, and

interpersonal variable s of emotional intelligence (see figures 1, 2, &3).

Figure 1. Intrapersonal

What is my gender?	Mean	N	Std. Deviation
Male	40.4545	44	5.37200
Female	39.8683	124	6.62468
Total	40.0218	168	6.31038

Figure 2. Interpersonal

What is my gender?	Mean	N	Std. Deviation
male	42.3636	44	4.01793
Female	40.6694	124	5.32783
Total	41.1131	168	5.06180

*Figure 3.*Stress Management

What is my gender?	Mean	N	Std. Deviation
male	32.4091	44	5.74383
Female	30.4455	124	5.53032
Total	30.9598	168	5.63657

Overall, males scored higher in all areas of EQ when comparing means (see Figure 4).

Figure 4. EQ

What is my gender?	Mean	N	Std. Deviation
male	36.7591	44	3.81395
Female	34.9244	124	4.17641
Total	35.4049	168	4.15293

When comparing nationality, Bermudians scored higher than Trinidadians overall in EI (see

Figure 5).

Figure 5. Intrapersonal

What is my nationality?	Mean	N	Std. Deviation
Trinidadian	38.2349	88	6.47453
Bermudian	41.9875	80	5.52668
Total	40.0218	168	6.31038

EQ and What is my gender?

There was a significant F correlation of .011 for gender and EI (See Figure 6).

Figure 6. **ANOVA(b)**

Model 1		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.233	1	1.233	6.549	.011(a)
	Residual	31.244	166	.188		
	Total	32.476	167			

a Predictors: (Constant), EQ

b Dependent Variable: What is my gender?

There is a significant correlation between nationality and gender with .00 (See figure 7).

Figure 7. **ANOVA(b)**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.385	1	3.385	14.587	.000(a)
	Residual	38.520	166	.232		
	Total	41.905	167			

a Predictors: (Constant), EQ
b Dependent Variable: What is my nationality?

A single regression was performed using the total EI from the EQ-i: S Scale as the independent

variable and nationality as the dependent variable. The model summary (Table 4) shows a

coefficient correlation of .284 with a coefficient of determination of .081. This shows a minimal

correlation between the independent variable EI and the dependent variable of nationality.

Table 4   **Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.284(a)	.081	.075	.48171

a Predictors: (Constant), EQ

A single regression was performed using the total EI from the EQ-i: S Scale as the independent

variable and gender as the dependent variable. The model summary (Table 5) shows a coefficient

correlation of .195 with a coefficient of determination of .038. This shows a minimal correlation

between the independent variable EI and the dependent variable gender.

Table 5

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.195(a)	.038	.032	.43384

a Predictors: (Constant), EQ

A single regression was performed using the total EI from the EQ-i: S Scale as the independent

variable and age as the dependent variable. The model summary (Table 6) shows a coefficient

correlation of .001 with a coefficient of determination of .000. This shows significant correlation

between the independent variable EI and the dependent variable of age.

Table 6

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.001(a)	.000	-.006	.64134

a Predictors: (Constant), EQ

Conclusions

Research Questions and Hypotheses

In order to determine whether this study expands the body of information, a quantitative

methodology with an emphasis on descriptive correlational analysis was implemented.

Research Questions:

1. What relationship, if any, does Bermudian college students' EI have with Trinidadian

college students' EI?

2. What relationship, if any, does college students' use of EI have with gender?

3. What relationship, if any, does college students' use of EI have with age?

Hypotheses:

H_{01}: No significant statistical relationship exists between Bermudian and Trinidadian college students' use of EI.

H_{a1}: A significant statistical relationship exists between Bermudian and Trinidadian college students' use of EI.

H_{02}: No significant statistical relationship exists between college students' use of EI and gender.

H_{a2}: A significant statistical relationship exists between college students' use of EI and gender.

H_{03}: No significant statistical relationship exists between college students' use of EI and age.

H_{a3}: A significant statistical relationship exists between college students' use of EI and age.

Discussion

The aforementioned results indicate a disparity in college students' emotional intelligence which can impact their coping mechanisms within the workplace. The silos in their interpersonal and intrapersonal skills illustrate a need for increased instances

where EI can be used as a vehicle for instruction or imparting new information. Scenario

building, sensitivity planning, and simulation exercises within the andragogical

classroom setting will lead to more well-rounded students who are more prepared to face

the challenges of work life. Preparing our students academically and intellectually for the

workforce is a small component of the work experience and should co-exist with

emotional intelligence as a means of edifying the work environment and organizational

climate.

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