

EMOTIONAL INTELLIGENCE AND PERFORMANCE EFFECTIVENESS: A GENDER COMPARISON AT STENDEN SOUTH AFRICA*Juliet CHIPUMURO¹***ABSTRACT**

Over the past few years, emotional intelligence (EI) has generated significant interest and a wealth of research as a possible area of insight into what determines performance effectiveness in the workplace (Ashworth, 2013:8; Pillay, Viviers and Mayer, 2013:1). Traditionally, many psychologists argued that Intelligence Quotient (IQ) was the main predictor, however, to-date research indicates that IQ is only the tip of the iceberg while EI represents the large surface area beneath it. It is suggested that IQ and cognitive skills alone do not provide the basis for job effectiveness and that emotional intelligence is an integral factor of achieving success and effectiveness within an organisation. The link between emotional intelligence and effectiveness and comparing men and women in this regard are two issues that have received little attention as areas of research especially, the differences prevalent in genders. Through surveys the study attempts to highlight the relationship between emotional intelligence and overall effectiveness and a comparison of how males and females fare against each other in this regard these issue.

KEYWORDS: *Emotional Intelligence, effectiveness, gender.*

JEL CLASSIFICATION: M1.

1. INTRODUCTION

One can pose the question of whether emotional intelligence (EI) depends on the gender of the individual or whether EI has an effect on overall effectiveness. Or better yet, one can ask the question of whether the male gender has the ability to achieve greater effectiveness as opposed to the female gender and vice versa. Observation has proven that very few people are able to answer these questions, but why would they want to? Many psychologists argue that Intelligence Quotient (IQ) is only the tip of the iceberg while EI represents the large surface area beneath it. Furthermore, it is suggested that IQ and cognitive skills alone do not provide the basis for job effectiveness and that emotional intelligence is an integral factor of achieving success and effectiveness within an organisation. The link between emotional intelligence and effectiveness and comparing men and women in this regard are two concepts that have only recently been the subject of research, especially, the differences prevalent in genders. This document is based on data that was collected by the author and a former Stenden South Africa student (Simone Dubrin). The paper attempts to justify the relationship between emotional intelligence and overall effectiveness and furthermore, provide an in-depth comparison of how males and females fare against each other in this regard. The problem investigated in this study is whether or not women are better equipped to achieve effectiveness as opposed to men. The research was carried out as an attempt to validate the relationship between overall effectiveness and emotional intelligence followed by scrutinizing males and females and how they reach effectiveness with the level of EI they possess.

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However, while the emotional intelligence and effectiveness relationship can be seen as a concept separate from that of the gender comparison. With this said, it is important to remember that although this concept can be studied on its own, the gender comparison initiates a broader and deeper perspective into the emotional intelligence concept.

Many researchers suggest that, since the realisation of the importance of EI, organisations consider emotional intelligence to be an integral part of the performance and organisational success achieved at any establishment. Research has also illustrated that a top performer is 85 to 127% more productive than an average performer and that two thirds of this variation can be accredited to emotional intelligence (Articlesbase, 2010). Having said this, very little study has been carried out on the levels of emotional intelligence possessed by men and women and how it subsequently affects effectiveness and overall performance. This study hopes to achieve a better understanding of the importance of emotional intelligence in achieving overall effectiveness, and to answer the question that most human beings ask – are men better than women in this regard or vice versa. The world and all its industries are quickly realising the importance of emotional intelligence and its influence on business success.

This particular study may assist in increasing the importance of emotional intelligence in the organisations. Also, it may introduce a whole new angle on the male and female genders and how prevalent emotional intelligence and effectiveness is in their daily lives. Thus the study intended to address the following problem statement: *Do men and women at Stenden South Africa exhibit different levels of EI and effectiveness and if so is there a possibility that the difference could be explained in EI terms.*

The objectives for this study were twofold. Firstly, to investigate the EI levels of men and women at Stenden South Africa. Secondly, to investigate if men or women at Stenden South Africa demonstrate differences in terms of performance effectiveness and to ascertain whether or not a link between emotional intelligence and overall performance effectiveness could explain the difference.

2. LITERATURE REVIEW

The “battle of the sexes” is a well-known phrase to most people. It refers to the competition that has emerged between the male and female genders throughout the decades (Allwords, 2011). Emotional intelligence (EQ), on the other hand, is a less familiar term, which is becoming increasingly prevalent and observation has proven that it is sparking formidable interest in numerous fields, for example; emotional intelligence is considered very useful in the hospitality industry because emotions need to be known and managed in order to create valuable relationships with the necessary stakeholders. (Cavelzani, Esposito & Villamira, 2001). Most organisations today are teetering on the edge of disaster with unprecedented changes, which creates employees who find themselves overworked, unappreciated and constantly oscillating between exhaustion and fear (Hughes, 2014, p.1). A more people-oriented construct for gauging effectiveness is emotional and social intelligence, which comprises a set of interpersonal and intrapersonal competencies, built on specific neural circuits (and related endocrine systems) that inspire others to be effective (Goleman and Boyatzis, 2008, p.1).

Abraham (2006, p.66) identified EI competencies as essential for success as they improve an individual’s ability to recognise personal strength and weaknesses, to develop good self esteem, to maintain integrity, to demonstrate flexibility, to take responsibility for personal actions, to take initiative, and to strive for excellence. According to Daniel Goleman (1998) an individual’s success at work is 80 percent reliant on emotional intelligence and only 20 percent is dependent on intelligence quotient (IQ). Different studies have also highlighted that females are able to express their emotions better than males due to the fact that they learn languages quicker than men. The main focus lies in exploring whether or not this is prevalent in SSA staff and students’ emotional intelligence and how they are able to accomplish better effectiveness. It appears that many people

confuse being emotional with having a high level of emotional intelligence and consequently assume that females rank higher than men in emotional intelligence.

Emotional Intelligence can be defined as:

“an array of interrelated emotional and social competencies and skills that determine how effective individuals understand and express themselves, understand others and relate with them, and cope with daily demands, challenges and pressures.” (Bar-On 2010, p.57)

“the competencies that enable one to engage in sophisticated information processing about one’s own and others’ emotions and the ability to use the information as a guide to thinking and behaviour .” (Mayer, Salovey and Caruso, 2008, p.507)

“the ability to recognize emotions in ourselves and others, which is learned; and it results in outstanding performance.” (Goleman, 2001, p.27)

It can be deduced from the above definitions that it is complex to have an exact definition of EI. What is evident though is that all authors regard EI either as ability, trait/characteristic or competency, as such how EI is defined is determined by the particular EI model or framework through which aspects of EI are explained. In this paper EI is viewed from the competencies model perspective. The competence model attempts to capture a person’s potential for mastering a range of EI competencies, in order to equate to success. An EI competence, according to Goleman’s competency model, is a capability grounded on EI that contributes to one’s effective performance at work (Hay Group, 2006, p.2). In the EI competency model, Goleman (2001) presents a model of EI based on the competencies that enable individuals to exhibit intelligent use of their emotions in managing themselves and working with others to be effective at work (Dereje-Tessema, 2010, p.41). This conceptualisation of EI focuses on emotional and social competencies, and Goleman believes that these competencies are not innate talents but rather learned capabilities that must be developed to achieve outstanding performance (Mahadi, 2012, p.17). Goleman’s (2001) view focused on the workplace, with an interest in what supports exceptional leadership, management and effectiveness in the work context. Emmerling and Goleman (2003) viewed EI as a convenient phrase to focus attention on human talent, and to anchor the consequences of the individual’s behaviour, and more specifically, his/her success or effectiveness at work.

Researchers provide excellent examples of the significance impact that emotional intelligence has in the business world. Salicru (2005) of the Applied Innovation Centre wrote in his journal article, *Emotional Intelligence and the Business Advantage* why emotional competence is important in the workplace. Salicru (2005) explains that emotional competence is mainly applicable to leadership and management. Salicru (2005) also posits that a leader has the important role of encouraging and motivating others to perform in their jobs effectively and that successful leaders create trust quickly, are attentive listeners and manage conflict and influence those around them in a positive manner. Salicru speaks of a manufacturing plant which insisted their supervisors undergo emotional competencies training where they were taught how to listen better, help employees with problem solving, how to deal with their own problems more effectively, etc. The results of this training were exceptional for the company – lost-time accidents were reduced by 50 percent, formal grievances were reduced from an average of 15 per year to 3 per year, and the plant surpassed their productivity goals by \$250 000. Salicru also mentions the brilliant example of the L’Oreal sales team, mentioned in the article above, which proves how important emotional intelligence is in a successful business world.

Lopes, Grewal, Kadis, Gall & Salovey (2006), in an article discusses the influencing gravity that emotional intelligence has on effectiveness and performance in the workplace and furthermore, how it affects attitudes at work. The authors explain how they used demographics to indicate the specific sample of their study then how they administered the Mayer-Salovey-Caruso Emotional Intelligence test (MSCEIT) on the study participants. The authors assessed emotional intelligence of analysts and administrative employees with a performance test and assessed work outcomes through peer and supervisor ratings as well as company data to avoid common method biases. The results

of the study revealed that emotional intelligence is related to several indicators of job performance including: company rank, percent merit increase, ratings of interpersonal facilitation and attitudes. They also found that the particular emotional intelligence competence, emotional self-management, accounted for a number of the outcomes. However, the authors posit that their study did not measure work performance directly, therefore the results are only preliminary and leave room for replication.

Abhishek (2007) posits that emotions have a bearing on our responses to things, decision-making, our frame of mind, our feelings, and our general temperament in a specified state of affairs. And like many previous researchers have stated, humans are endowed with various types of intelligence and can not only rely on a single one. Abhishek, like Goleman, highlights the important fact that emotions are an unavoidable part of our lives and people should be conscious of the scope of their emotions, in addition to different responses that manifest in a range of situations. It is also important to identify which factors tend to arouse the emotions in order to gain knowledge about oneself.

Larsen (2006) in an article on "real job effectiveness" discusses the details of a study carried out by Jeffrey Vancouver of Ohio University. Larsen describes the study as a complete series of careful experiments, which examine the relationships between feelings of effectiveness, goals and performance. Larsen (2006) also explains how performance is followed by feelings of effectiveness and then only comes selection of challenging goals. Vancouver noticed in his experiments that his subjects often developed an inflated opinion of their own effectiveness, and when they did, they tended to act too quickly without enough thought coming before their actions. These findings, again, link to the prevalence of emotional intelligence and effectiveness. Managers and employees rely upon the comments of others to make an estimate of their performance levels, however, to what degree is emotional intelligence involved here and how does it affect a workers perception of their performance.

Bardo (2008), in the article *How Emotional Intelligence Creates Effective Leaders*, posits that the most effective leadership and management styles work through emotions because studies have shown that a leader's primary task should be to focus the drive of emotions in a direction which has positive impacts on motivation, strategy and productivity. Bardo mentions a study performed at Yale about moods and how moods influence how effectively people perform at work and their everyday lives. Bardo (2008) posits that upbeat moods increase cooperation, fairness and performance as a whole and distress and worry decrease mental abilities and emotional intelligence. Therefore, it becomes challenging for people to read others' emotions accurately. Bardo's article is evident of the fact that he believes in a strong relationship between emotional intelligence and effectiveness in leaders, however, does not hold substantial enough evidence that this is the case in reality. Finally, Bardo argues that a leader should be self-aware, manage themselves appropriately and have empathy for their employees, which are all characteristics of emotional intelligence. Thus, Bardo has touched on an important factor related to emotional intelligence – effective performance.

Stock (1996), in an article titled "*Getting to the Heart of Performance*" demonstrates the factors that affect performance in his model that can be seen in figure 1. The main factors of the model are the executive factor, managerial factor and performer factor.

Stock (1996) identifies that executives set the framework for an organisations culture due to having the most influence over an organisation's direction, systems and human resource systems. He goes on to say that the performance of all people in the organisation is affected by all of the factors within the row that executives can influence the most. Stock (1996) states that the middle layer of factors is significantly influenced or controlled by the manager (direct supervisor) of the performer. Stock (1996) also highlights that the term used to describe those who control the factors is not important. The importance is that someone, whoever it is, must be responsible for making sure that the factors under guidance, resources and incentives are in place and suitable. The performer factor, which is the lower layer of Stock's model, is concerned with factors over which the performer has the most influence. These factors include skills and knowledge that the performer possesses, the

capabilities of the performer and the needs and motives of the performer. Stock (1996) describes his findings of how a lack of skills and knowledge is often, not always, attributable to negatively affecting the performance of a worker. *“Emotions – could that be a factor that all of us, we rational analysers, have not paid enough attention to as a key factor affecting performance? I believe it is!”* (Stock, 1996, p.32). Stock stresses the point that through discovery and realisation he has grasped the drastic effect emotions have on a person’s perceptions which, in turn, determine how one responds to all the factors in his model. And these directly affect performance, whether it is positive or negative.

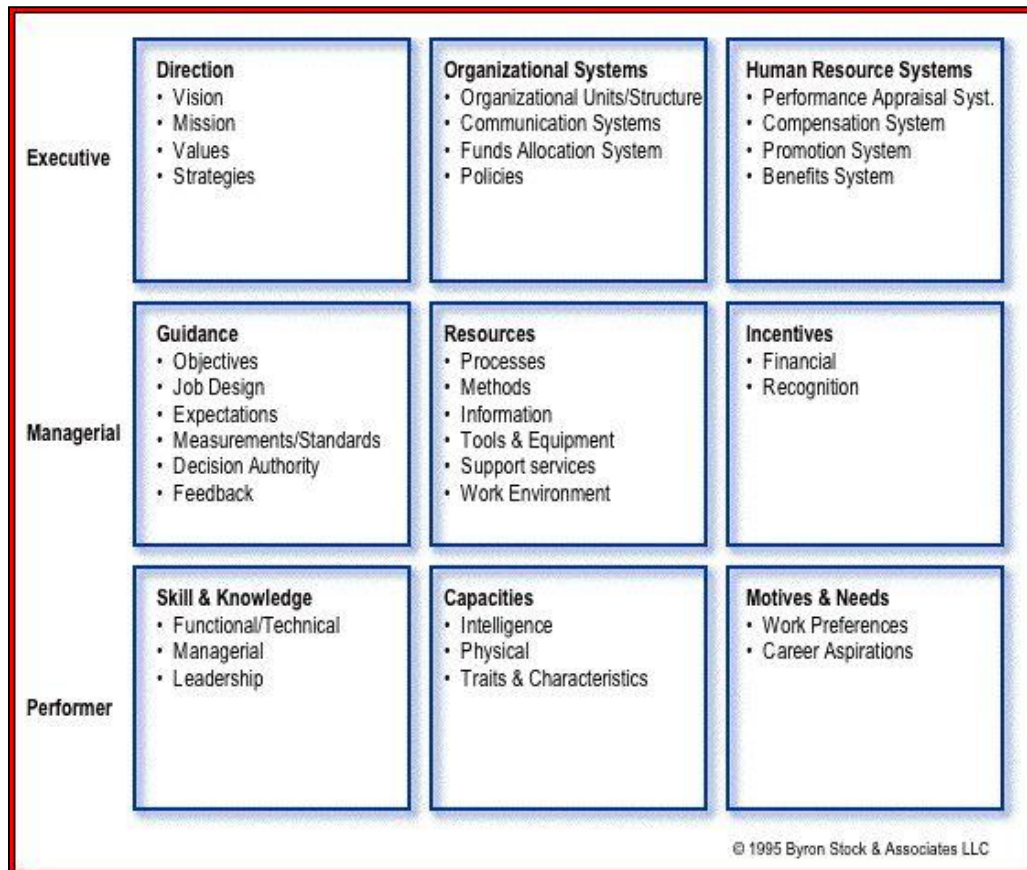


Figure 1. Human Performance Technology (HPT) Model

Source: Stock, 1996

(Stock, 2001) presents information on who could benefit from enhancing their emotional intelligence skills and how, describing how everyday pressures both at work and home prevent people from performing their best and these negative emotions hinder one’s ability to think clearly and communicate effectively. Stock (2001) emphasises the importance of developing one’s emotional intelligence skills to ultimately benefit the person involved, their organisations and their peers and colleagues. Stock (2001) identified sectors such as customer service representatives, executives, high potential people, sales professionals, supervisors/managers, teams, team leaders/project managers, technical managers and staff. An example of how the different sectors will benefit by enhancing their emotional intelligence skills is in the customer service representative sector as example that could benefit most from EI.

Another example Stock (2001) presents is the behaviour of supervisors/managers and how they treat their people. These elements, behaviour and treatment, affect turnover and retention. He describes the heavy pressures that supervisors/managers feel from both top management and

leading, motivating and meeting the needs and expectations of the workers below them and how bad relationships between these parties lead to a high turnover rate. Stock suggests that by enhancing their emotional intelligence skills, managers and supervisors will be better equipped to manage their emotions, which will allow them to motivate themselves more effectively and demonstrate compassion and empathy for their employees.

Stock (2001) posits that team members are constantly under pressure to work cooperatively and smoothly with their peers and colleagues, to meet deadlines, attain resources and keep up to date with changing technology. Stock says that it is easy for team members to become inundated, discouraged and bewildered by the changes happening around them, however, enhanced emotional intelligence skills can limit the storming phase of team development and team members will be able to deal effectively and efficiently with their own and others' emotional mayhem. Furthermore, he says that these enhanced emotional intelligence skills of team members will assist in the development of team cohesion and synergy as well as trust.

Brokensha and Muller (2007) illustrate that people with good intrapersonal skills are in touch with their feelings, feel good about them and feel positive about what they are doing. These people are also independent, strong and confident in conveying their ideas and beliefs. Stephane Cote and Christopher Miners of the University of Toronto, conducted a study called *Emotional Intelligence, Cognitive Intelligence and Job Performance* (Cote & Miners, 2006) to determine the association of the two intelligences with work performance. Their study revealed that emotional intelligence and cognitive intelligence are compensatory in regard to the performing of tasks and that emotional intelligence is the stronger predictor of work performance as opposed to cognitive intelligence. The authors include the importance of organisation citizenship behaviour (OCB) in their study and describe this concept as behaviour that goes beyond the basic requirements of the job and it is of benefit to the organisation. Their findings also illustrate emotional intelligence as a highly important predictor in organisation citizenship behaviour because of its interactive effect with cognitive intelligence. Cote and Miners go on to discuss the risk involved in predicting work performance by solely using cognitive intelligence tests simply due to employees with low cognitive intelligence performing effectively if they have a high emotional intelligence. In concluding their study, Cote and Miners reiterate that their results show that emotional intelligence compensates for low cognitive intelligence. This is opposed to the common belief, stated by the authors, that organisations that attract and retain the smartest people will have a competitive advantage due to cognitive intelligence assisting workers to process increasingly technical and large amounts of information.

Khokhar and Kush of Gurukul Kangri University in Haridwar carried out a study on *Emotional Intelligence and Work Performance among Executives* in 2009. The results of their study can be found in Figure 2 on the following page which demonstrates the different dimensions of work performance that were measured and the significance thereof in numbers.

The authors explain how the dimensions; Quantity of work, Capacity of work, Ability to work without supervision, Ability to handle different jobs, Ability to get along with others, Initiative on the job and Overall work performance are all significant at the 't' value of 0.1 level. On the contrary, the dimensions; Amount of effort expended on the job, Care in handling company, Attendance and punctuality and Planning ability are all significant 0.5 level. The table reveals that the difference between the mean scores of high and low emotionally intelligent executives on all the dimensions of work performance is in favour of high emotional intelligence except for the dimension dependability. The co-authors clarify the reason for executives with a high emotional intelligence being favoured due to their emotional competency also being high which includes self-awareness, self-regulation, motivation, empathy and social skills, all considered as strong forecasters of work performance. The studies of Khokhar and Kush are well supported, in terms of the link between emotional intelligence and work performance, by the research performed by numerous authors such as Cote & Miners (2009) and Bardo (2009) mentioned previously.

Table 1. Mean and SD of high and low emotionally intelligent groups of executives on different dimensions of work performance

S.NO.	Dimensions of work performance	Groups of Executives	N	Mean	SD	*P > .05
						**P > .01
1	Quality of work performance	High EI	10	4.6	.5164	2.884**
		Low EI	10	3.9	.5677	
2	Amount of effort expended on job	High EI	10	4.5	.5271	2.689*
		Low EI	10	3.8	.6325	
3	Speed on the job	High EI	10	4.6	.5164	3.795**
		Low EI	10	3.8	.4217	
4	Quantity of work	High EI	10	4.5	.5271	3.538**
		Low EI	10	3.7	.4831	
5	Capacity of work	High EI	10	4.6	.5164	3.656**
		Low EI	10	3.9	.3162	
6	Care in handling company	High EI	10	4.6	.5164	2.683*
		Low EI	10	3.8	.7888	
7	Ability to work without supervision	High EI	10	4.7	.4831	3.810**
		Low EI	10	3.7	.6750	
8	Ability to handle different jobs	High EI	10	4.8	.4216	4.160**
		Low EI	10	3.8	.6325	
9	Dependability	High EI	10	4.4	.8433	1.643
		Low EI	10	3.8	.7888	
10	Ability to get along with others	High EI	10	4.6	.5164	2.884**
		Low EI	10	3.9	.5677	
11	Attendance and punctuality	High EI	10	4.8	.4216	2.496*
		Low EI	10	4.2	.6325	
12	Planning Ability	High EI	10	4.7	.4831	2.868*
		Low EI	10	3.9	.7379	
13	Initiative on the job	High EI	10	4.7	.4831	3.576**
		Low EI	10	3.8	.6325	
14	Overall performance	High EI	10	4.9	.3162	6.601**
		Low EI	10	3.8	.4216	

Source: Adapted from Khokhar and Kush (2009)

Trinidad Sanchez-Nunez, Fernandez-Berrocal, Montanes & Latorre (2004) re-state what Salovey, Bedell, Detweiler & Mayer made so evident in 2000 that the amalgamation of cognitive skills and emotion will ultimately lead to improved daily adjustment and resolving of conflict. This would be achieved by using both intellectual aptitudes as well as supplementary information supplied by emotions and frame of mind. They also reiterate that in some cases women tend to be more skillful at directing and dealing with others' emotions as well as their own than men. Also, women tend to be better at emotional attention and empathy, while men are better at regulating emotions. "Women self-report a lower EQ than they show in performance tests" (Trinidad Sanchez-Nunez et al., 2004). Trinidad Sanchez-Nunez and his co-authors deduce that women underestimate themselves to a large degree compared with men who overestimate themselves when it comes to their emotional competences. Men, also overestimate their intelligence quotient (IQ) as opposed to women, who again, underestimate themselves.

Daisy Phillips of the University of Denver retells, what many psychologists have said before, how traditional cognitive intelligence is not enough to be successful at work (Phillips, 2006). She goes on to explain the importance for corporations to develop self-awareness, self-management, social awareness and social skills in their leaders, which will ultimately, together with cognitive intelligence, improve success at work. Phillips also points out the gap in the nature of emotional intelligence, how to measure it properly and how it impacts employee performance and overall success in the business. Another noteworthy section of her writing is stating the ability of dealing with stress and controlling one's feelings as an important aspect of emotional intelligence that she

found to be essential for success. Her findings prove that people with high emotional intelligence manage their own emotions very well and are able to notice and react to peers fittingly. Subsequently, employees with high emotional intelligence directly affect increase in sales, increased competencies and decreased turnover. Also, as discovered by Trinidad Sanchez-Nunez and his co-authors, Phillips also states that males tend to be self-enhancing and females are self-derogatory which illustrates the findings of self-assessment tests, however no noticeable difference between the genders was discovered when testing their social skills. She concludes that emotional intelligence is liable to have substantially more significance for certain employees as opposed to others.

Petrides and Furnham (2000) in their article entitled "*Gender differences in measured and self-estimated trait emotional intelligence*" that a previous study conducted by N.Schutte showed that no significant gender difference can be found in the emotional intelligence trait but that the study performed by them, proved that there was a difference between male and females in terms of their emotional intelligence with women scoring higher. These authors also confirm that determining emotional intelligence differences in males and females do not produce definitive results and a stouter tool of measurement may render its head in the future. In concluding, Petrides and Furnham answer the ever important question of why should we be interested in gender differences in emotional intelligence. Firstly, the precision of self-evaluations of performance is to be questioned due to the bias response resulting from these tests. Secondly, these studies have vital repercussions for health, education and psychotherapy due to self-perceptions relating to self-esteem and depression. Also, inaccurate self-evaluations may have devastating effects on a person's emotional and mental well-being.

Grieve, Deventer and Mojapelo-Batka, explains gender and emotions with comparative examples. The authors put in plain words that women have the reputation of being more emotional than men, as has been mentioned by many authors numerous times. They mention a study carried out by Morris and Maisto (2003) where men and women were shown the same movies of people in distress and men stereotypically showed little emotion and the women displayed feelings of worry for those in distress. However, physiological gauges of their emotions (like heart rate and blood pressure) demonstrate that the men in the study were in fact equally affected by what they saw. Morris and Maisto explained that men simply inhibited the articulation of their emotions, whereas the women were open to expressing their feelings. Grieve, Deventer and Mojapelo-Batka underline the significance of the way boys are brought up and them being trained from an early age to suppress emotions and feelings in public. The authors also state that men and women are likely to respond with different emotions to the same situation. An example provided is that a man may react to betrayal by becoming angry and a woman may react by feeling sad, disappointed or hurt. Hall states that men and women differ in their ability to recognise and interpret non-verbal cues of emotions such as facial expression. Hall found that women were more skilled than men in noticing and interpreting facial gestures, body cues and tone of voice of others. Finally, they mention that more and more women are being recruited for jobs traditionally held by men (e.g. mining engineers) as regulators, managers or otherwise altering emotional expressions, which indeed could change the link between emotion and gender in the future.

Lagace (2002), author of *Secrets of the Successful Business woman*, says that women are better equipped at achieving balance when it comes to work life and personal life – they achieve balance easier. She says the reasons for this lies in the fact that women find it easier to talk about their emotions and is highly committed to others and the relationships they have. Also, women have strong commitments to the institutions they are involved in. In the article, Lagace talks of Gail McGovern, a keynote speaker at the Dynamic Women in Business 2002 conference, and how she achieved success in the business world by achieving balance. McGovern cited in Lagace (2002) also defines women as being excellent at multi-tasking, but not in the sense of juggling the computer and the telephone simultaneously, rather emotional life, work life and commitments.

These comments lead many to believe that women have an advantage in the business world as a result of their in-tune sense of emotion.

The gathered literature demonstrates the extent to which emotional intelligence and performance has been previously studied and many conclusions and findings have been ultimately drawn with the possibility to replicate. Each researcher and expert has their opinion, however, no one can argue with the facts. Each item of literature provides valuable insight and information into the subject of emotional intelligence and its effect on job performance and subsequently provides the basis of this study in order to determine to what extent EI influences performance in the workplace. The literature also introduces the gender factor with regards to emotional intelligence.

3. RESEARCH METHODOLOGY

To address the research problem of whether emotional intelligence differs in men and women and the subsequent results it may have on effectiveness is examined. The researcher used both exploratory and descriptive research. The exploratory method was appropriate for this study simply due to the fact that the research wanted to establish whether differences do exist. Descriptive research was used to provide details as to the status of EI and effectiveness of employees and students of Stenden South Africa.

Prominent research instruments (questionnaires) were used to collect data from the participants. To collect EI data the ESCI instrument was used. The Emotional and Social Competence Inventory (ESCI 3.0) is the newly updated version of the well-known Emotional Intelligence Inventory (ECI-2) and the ECI-U2.0 (University Version) developed by the Hay Group (Hay Group, 2010). The Emotional and Social Competencies inventory ESCI 3.0 consisted of four clusters, namely Self-Awareness, Self-Management, Social Awareness, and Relationship Management (Boyatzis, 2007). each cluster consists of a number of dimensions and all the dimensions make a total of 12 dimensions in this research instrument. The dimensions consist of a number of items ranging between five to six items per dimension.

- **S Self-Management** refers to managing ones' internal states, impulses, and resources.
- **Self-Awareness** concerns knowing one's internal states, preferences, resources and intuitions.
- **Social Awareness** refers to how people handle relationships and awareness of others' feelings, needs, and concerns.
- **Relationship Management** concerns the skill or adeptness at inducing desirable responses in others.

The Performance Evaluation Test used was adapted from the SPSU (Southern Polytechnic State University) Job performance Evaluation whereby employees' performance is rated. The test was adapted to suit the selected sample of Stenden South Africa in which both students and employees could be assessed on their overall effectiveness. The competences assessed in the evaluation form covered all aspects involved in overall effectiveness. These were:

- Administration
- Knowledge of work
- Communication
- Teamwork
- Decision making/Problem Solving
- Human Resource Management
- Independent Action
- Job Knowledge
- Leadership
- Managing Change and Improvement
- Personal Appearance
- Dependability
- Concept of Safety
- Responsiveness

Each question of the performance evaluation consisted of a small description of each effectiveness aspect and the participants had the option of marking Outstanding, Exceeds Expectations, Meets Expectations, Below Expectations, Unsatisfactory, or Don't Know. The scores of the performance ratings allow for an average to be calculated and provide a good indication of a candidate's overall effectiveness.

The organisation chosen to base the study on is Stenden South Africa, which is based in Port Alfred, Eastern Cape. Stenden South Africa is a higher education institution offering higher education degrees in hospitality management and disaster management. It is also a satellite campus of Stenden University, whose main campus is based in Leeuwarden, The Netherlands. In total, forty participants were evaluated from Stenden South Africa consisting of both employees and students and ranging from ages as young as 18 years to as old as 55 years. The small, close-knit campus increased the accuracy of the study due to the candidates having a good sense of each other's abilities and tendencies in both the work place and personal environment. The questionnaires were administered in such a way that peers and colleagues assessed participants and NOT evaluate themselves. The reason for this was to obtain the most honest evaluation as possible from peers and colleagues who are very familiar with the candidates. Also, the specifically designed questionnaires were suitable for this study due to the degree of personal information required from the study participants and easy manner in which the outcomes are accurately assessed. Data was analysed quantitatively using excel.

4. RESEARCH FINDINGS

4.1. Results

The results of the research carried out at Stenden South Africa students and employees provide various angles to the research topic. These angles are the emotional intelligence levels, the separate emotional intelligence competency levels, overall effectiveness, the age aspect and of course the gender comparison. Column charts are used to illustrate the result of the questionnaires in a simple and easily understood manner and a detailed account of the questionnaire results can be seen in Appendix A.

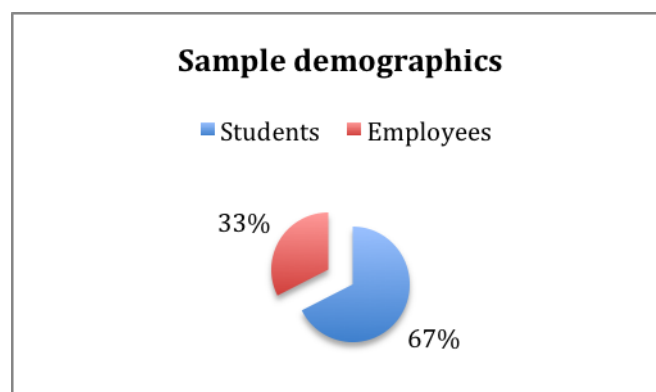


Figure 2. Sample demographics of the research

Source: author's research

The above data indicates that most of the participants were female students at Stenden South Africa. In figures 2, 3 and 4 the separate emotional competencies are shown and the male and female gender is compared. Figure 3 illustrates the competency levels of the employees at Stenden South Africa and Figure 4 illustrates the competency level of the students. In figure 6, however, the total population of the sample is shown which means employees and students are combined and the entire 40 candidates are illustrated. These particular charts (figures 3, 4, 5) attempt to answer the

research question of which emotional intelligence competencies do men show a higher level of and vice versa. Also, it answers the question of whether men are different to women in terms of overall emotional intelligence

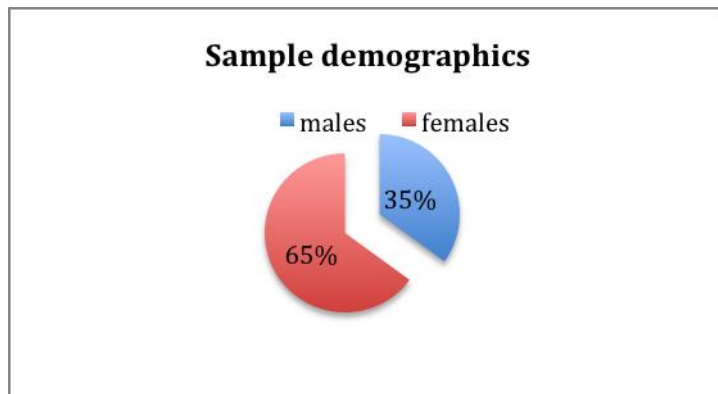


Figure 3. Sample demographics of the research, by gender
Source: author's research

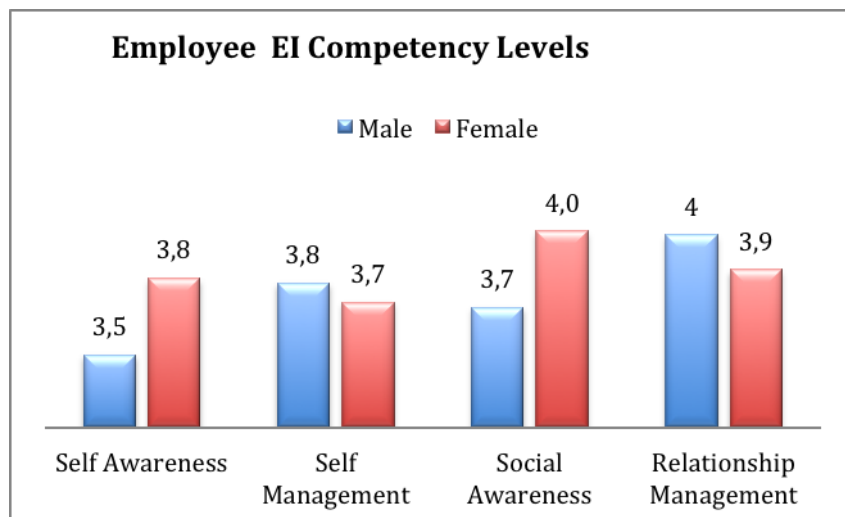


Figure 4. Employee EI Competency Levels – Gender Comparison
Source: author's research

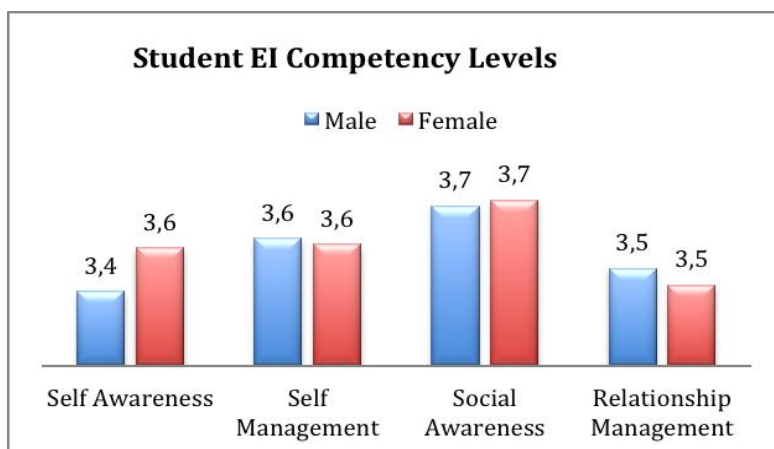


Figure 5. Student EI Competency Levels – Gender Comparison
Source: author's research

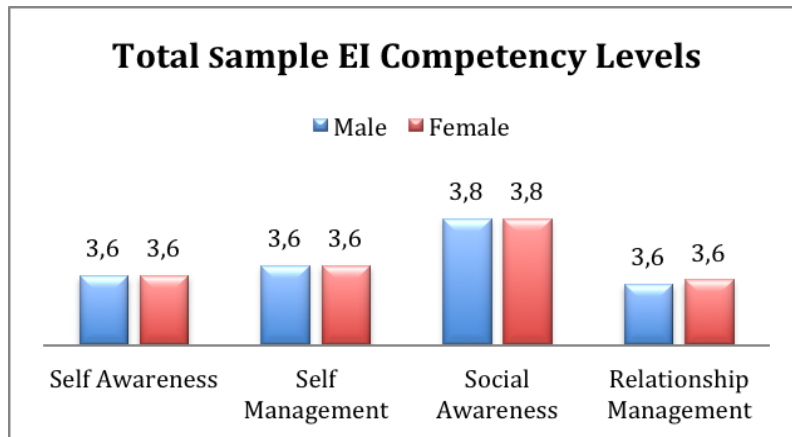


Figure 6. Total Sample EI Competency Levels – Gender Comparison
Source: author’s research

Figures 6, 7 and 8, seen below, illustrate the overall effectiveness of the candidates and indicate the differences in men and women. Figure 6 is an illustration of the overall effectiveness of the students at Stenden South Africa and figure 7 illustrates the same for employees. Figure 8 provides a demonstration of the entire sample, all 40 participants, and their overall effectiveness.

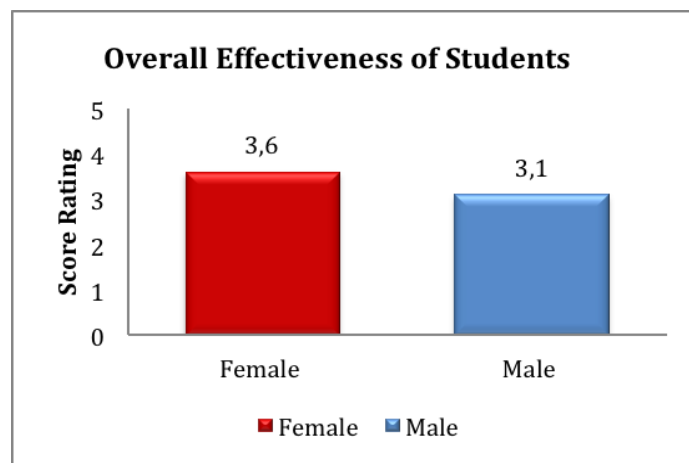


Figure 7. Overall Effectiveness of Students – Gender Comparison
Source: author’s research

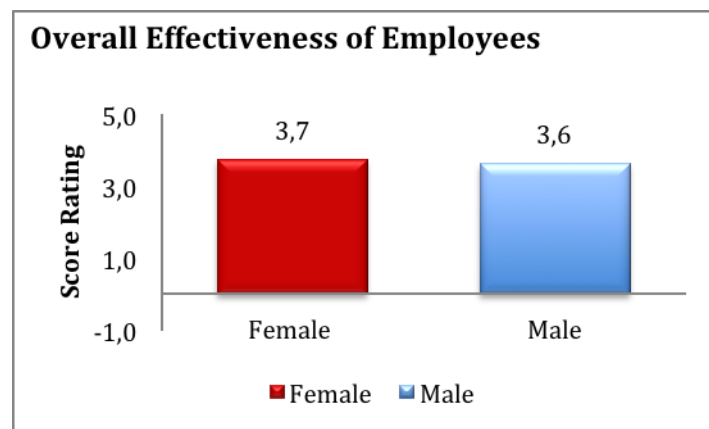


Figure 8. Overall Effectiveness of Employees – Gender Comparison
Source: author’s research

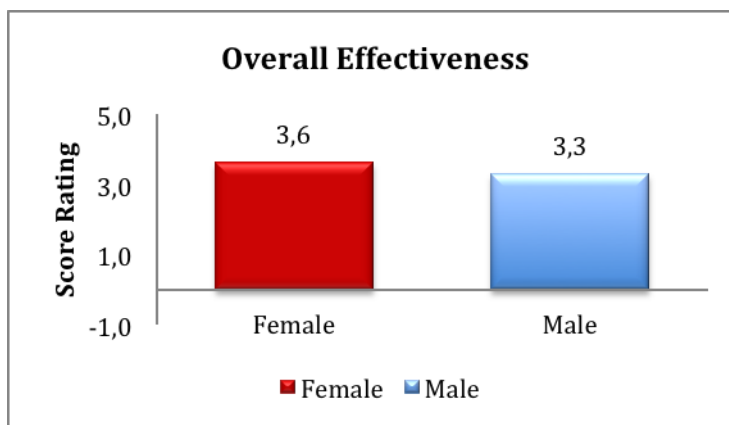


Figure 9. Overall Effectiveness of Total Sample – Gender Comparison

Source: author's research

It can be seen in the charts that the emotional intelligence competencies differ between men and women, some by a larger extent than others. Females, in both instances of students and employees, display a higher level of self-awareness and social awareness, whereas men show a higher level of self-management and relationship management. However, when viewing the entire sample of all forty candidates, males and females fare almost identically with minimal deviations among their scores.

The overall effectiveness section displays a more obvious result when compared to the emotional intelligence competencies indicators. Females scored higher in both the student and employee categories, and retained their score in the entire sample count. This is due to the scores of the employees differing by quite a significant number whereas the students show less of a variation.

4.2. Discussions and analysis

a) The Relationship between Emotional Intelligence and Effectiveness

Based on the statistical analysis of the data obtained, the observations and deductions drawn suggest that there could be a link between emotional intelligence and overall effectiveness. This outcome is supported by Daniel Goleman in his book, *Working with Emotional Intelligence* (Goleman, 1998) and also by the likes of Mayer, Salovey and Caruso (2008). It can also be noted from the results that effectiveness and performance scores are directly affected by emotional intelligence. There are minimal deviations in the performance scores and emotional intelligence scores, with 0.8 of a point being the largest difference amongst students and 0.4 being the biggest difference amongst employees and differences are also few.

The results support research performed on the already existing literature and facts about emotional intelligence and its relationship with overall effectiveness providing an indisputable proof of the link between these two variables. It can be concluded that emotional intelligence has a direct influence on performance and overall effectiveness. The following is the summary of the results from the study;

- There is no major distinction in the Self-Awareness emotional intelligence competencies of employees and students among age groups according to statistical data gathered.
- There is no major distinction in the Self Management emotional intelligence competencies of employees and students among age groups according to statistical data gathered.
- There is no major distinction in the Social Awareness emotional intelligence competencies of employees and students among age groups according to statistical data gathered.
- There is no major distinction in the Relationship Management emotional intelligence competencies of employees and students among age groups according to statistical data gathered.

With this said, it is important to note that Goleman (1995) posited that EI increases with age and maturity. Therefore, these results cannot be used to assume the same for a similar population or institution consisting of students and employees.

b) The Gender Comparison

The data gathered regarding males and females and their emotional intelligence and effectiveness levels suggests that there is no notable or distinct difference between the genders. Specifically, overall performance and effectiveness between the genders showed a prominent difference with females scoring higher, especially among students. But when effectiveness and emotional intelligence scores were compared, both genders fared equally – those with high EI scores displayed correspondingly high performance/effectiveness scores.

When scrutinizing the emotional intelligence competencies individually and examining how men scored versus women, the following was concluded:

- There is no major distinction in the Self-Awareness emotional intelligence competency of employees and students between genders according to statistical data gathered, although women scored slightly higher on average.
- There is no major distinction in the Self Management emotional intelligence competencies of employees and students between genders according to statistical data gathered, although men scored slightly higher on average.
- There is no major distinction in the Social Awareness emotional intelligence competencies of employees and students between genders according to statistical data gathered, although women scored slightly higher on average.
- There is no major distinction in the Relationship Management emotional intelligence competencies of employees and students between genders according to statistical data gathered, although men scored slightly higher on average.

Interestingly enough, when inspecting employee and student EI competency scores, males reigned superior on both occasions in terms of the self-management and relationship management EI competencies.

5. CONCLUSIONS AND RECOMENDATIONS

5.1 Conclusions

It can be concluded that indeed Emotional Intelligence can be valuable in many divisions of our existence and it entails the gaining of particular emotional abilities and skills. Its efficacy, however, has been regularly recognized in terms of its role in performance and effectiveness, mainly in the workplace.

The gender aspect, on the other hand, holds no bearing when it comes to effectiveness. Although slight differences were noted between the genders, it cannot be concluded that managers and employees should focus on differences in males and females. It is more realistic to make decisions based on emotional intelligence levels according to each individual and not on whether they are male or female.

5.2 Recommendations

In the workplace where there is constant deals with people, the manner in which employees deal with their peers and customers can be attributed largely to their emotional intelligence levels. It is also important to remember that although emotional intelligence is a large predictor of effectiveness by creating a strong foundation to build upon; many researchers have not disregarded the effect of IQ on performance and effectiveness levels.

As posited by Khokhar and Kush (2009) it is clear that those organizations that are successful in today's dynamic business world take a more proactive approach to developing the emotional

intelligence competencies of their people. It follows that in service organisations, excellent service, is most likely to be facilitated by employees who are emotionally self-aware and who understand others on a more emotional level. Positive reinforcement of an emotionally intelligent environment will enable the development of a service oriented climate which is authentic in nature, and therefore more effective." The findings of this study imply that when organizational leaders make decisions, they have to bear in mind the link between emotional intelligence levels and overall effectiveness. The findings of this study can only be generalized to the organisation used in the study. The study involved a specific group of people in a specific environment. Furthermore, only forty candidates were used and the findings based on these forty candidates cannot be used to assume the same for other studies and populations. As such it is recommended that further research be carried out in other environments with equal number of male and female participants to check if the same can be said for the environments.

ACKNOWLEDGMENT

The Author would like to acknowledge Simone de Bryn a former student of Stenden South Africa. *This paper is based on data that was collected by the author and Simone de Bryn.*

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