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## THE EMOTIONAL INTELLIGENCE AND GENDER AMONG SPORTS LEADERS IN BAHRAIN KINGDOM- COMPARATIVE STUDY

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### Abstract

*Purpose.* Emotional intelligence is related to various traits that are highly correlated with effective leadership. These traits are valuable in problem solving and adapting to situations to make better decisions in the management of people and organizations. This study compared the emotional intelligence between the women leaders and men leaders of sport field in Bahrain kingdom.

*Methods.* The sample contains 35 leaders (10 female leaders– 25 man leaders ) ( mean  $\pm$  SD , age  $45 \pm 7.5$  years , job experience  $20.8 \pm 9.3$  years). The Bar-On Emotional Quotient Inventory (EQ-i; Bar-On, 1996) was used to obtain the emotional intelligence scores of leaders. A demographic questionnaire was also administered to collect participant personal data.

*Results.* There was a statistically significant between the two genders in the Bar-On Emotional Quotient Inventory factors.

*Conclusions.* As a result, we need to prepare the Sports Women Leaders in Bahrain Kingdom on leadership skills.

*Key words:* Emotional Intelligence, gender, leaders.

### Introduction

The leader skill level grows, develops, prospers, and they can gain more followers in spontaneous, effortless, consistent, and frequent way. This style and way of natural born leaders attract more and more people as followers. If person can understand own capabilities and shape abilities by exercising skills of learning, practice and feedback. In order to be effective leader, individual can improve himself and work with native and acquired skills. There are one hundred and eight skills which portrait a natural born leader. The main of them are self-awareness, a capacity to build rapport, and an ability to clarify expectations.

Individual as a leader provide direction to people who do not know what to do. 'People need direction when the organizational structure cannot or does not provide it. No organization can create a perfect bureaucracy. Established organizational systems may not offer useful guidance in the face of dramatic change,' (Haghnegahdar, Aghaie, 2006).

The occupational stress is an issue which might be noticed and which is increasing at the level of the whole world. It manifests through high costs both for the employees as well as for the organizations.

In order to manage your own life in a successful way, you have to understand the psychological mechanisms which lie at the base of the Emotional Intelligence. These give us the opportunity to improve our lives.

The best leaders, female and male, use rationally and successfully all obtained skills according to their surroundings, job occupation, environment, situation. That's why all the time the best females' and

males' leaders are trying to keep the following: "They do the things they think they cannot do. ( Ainura, 2008)

Emotional intelligence is an essential element of leader behavior which acts independently and differently from cognitive intelligence ( Bar-On, 2000). Emotional intelligence has its roots in Gardner's interpersonal and intrapersonal intelligence ( Jocar, 2007).

(Goleman, 1995) suggests the art of relationships is, in large part, skill in managing the emotions in others, and the skills involved are the abilities that undergird popularity, leadership, and interpersonal effectiveness". People who excel in these skills do well at anything that relies on interacting smoothly with others; they are social stars.

According to (Paul, 2007) for star performance in all jobs, in every field, emotional competence is twice as important as purely cognitive abilities and for success at the highest levels, in leadership positions, emotional competence (intelligence) accounts for virtually the entire advantage"

Emotional intelligence is defined as 'the capacity to recognize and utilize emotional states to change intentions and behavior' and can be summarized as:

- The ability to recognize different emotional states;
- Assessing the effects of emotions on subsequent behavior;
- The ability to switch into the best emotional state to manage a particular situation.

Not surprisingly, an individual athletes' self-awareness to recognize when potential dysfunctional emotional states maybe be affected by, or be possibly

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facilitating ineffective recovery behaviors/strategies, is clearly a desirable skill in the prevention of emotional exhaustive symptoms related to underperformance syndrome and potential burnout.

There are three theoretical approaches of EQ (JD. Mayer, et al. 2007):

- 1) The specific ability approach
- 2) The integrative approach
- 3) The mixed-model approach

**The specific ability approach of emotional intelligence** focuses mainly on specific skill areas that can be considered as basic to emotional intelligence such as Diagnostic Analysis of Nonverbal Accuracy 2 (DANVA-2).

**The integrative approach of emotional intelligence** focuses on how multiple relevant specific abilities join together so as to obtain an overall sense of emotional intelligence as an integrated group such as Emotion Knowledge Test (EKT) and Multibranch Emotional Intelligence Scale (MEIS).

**The mixed-model approach of emotional intelligence** focuses on mixed qualities that such models target. This approach uses very broad definitions of emotional intelligence that include 'non-cognitive capability, competency or skill' and/or 'emotional and socially intelligence behavior' and take account of 'disposition from the personality domain'. It consists of diverse psychological traits, abilities, styles and other characteristics to emotional intelligence. Emotional Quotient Inventory (EQ-i), Self-Report Emotional Intelligence Test (SREIT), and Multidimensional Emotional Intelligence Assessment (MEIA) are examples of the mixed-model approach.

Since more than a decade and a half of time and emotional intelligence attracts the attention of scientists, researchers and educators to explore depth in its research in its impact on various fields and aspects of life and, in many books published research and theses at the graduate level, but informed them find much discrepancy in agreement on the term in Arabic versus term foreign language to the concept of emotional intelligence it is sometimes as emotional intelligence and sometimes emotion and once mood, which forced researchers to further scrutiny and research and audit to remove the confusion and unravel the mystery of the use of the term emotional intelligence without other terms a translation true to the concept based on between the hands of the dictionaries and references Arab and foreign (Goleman, 1998). Emotional intelligence is related to one's understanding of themselves and others, their relationship with others, and adaptation to their surrounding environment and these are necessary factors for coping with social and individual demands. Emotional intelligence is tactical

(immediate functioning) while cognitive intelligence is strategic (long-term). Emotional intelligence makes prediction of success feasible, for it shows how one immediately employs their knowledge in a certain situation (Mayer, et al. 2007). Nowadays, by resorting to the theory of emotional and social intelligence, researchers are aiming to determine and predict success in achieving a high level of athletic and academic skills (H. Gardner, 1983). It is said that success and skill acquisition depends on several types of intelligence and emotional control. Bar-On (1999) and many other researchers are of the opinion that emotional intelligence can play a considerably more important role than general intelligence in helping the individual achieve success in various educational, occupational, social, and athletic domains. It is thus necessary to pay more attention to emotional skills. In classical theories also emotion is considered as the factor that contributes most to disturbances in adaptive behavior and that is the reason why more emphasis is placed on it (Sadri, et al. 2008). Resorting to emotional intelligence and knowing the skills are not enough for achieving success and research studies show that under at best, general intelligence can only determine 25% of success and 4% of success at worst. The rest depends on emotional intelligence, social intelligence, and chance. According to Stewart, emotional intelligence is a comprehensive schema of the individual's ability to achieve success. In fact, emotional intelligence can well explain the failure of an individual with high general intelligence and the unexpected success of an individual average general intelligence in various stages of life (Sakhi, 2004).

During recent decades, emotion has been regarded as one of the basic, pivotal concepts in different contexts such as social relations, self-regulation, and mental health and has been the subject of numerous research studies, in particular developmental studies. Various studies have compared the predicting power of general intelligence (in its conventional sense) and emotional intelligence in different domains (Sadri, et al. 2008). and as well in sports (Sakhi, 2004). Since athletes are more prone to such situations, they seem to be different from non-athletes in this regard (Sakhi, 2004).

Although it is important for the Chairpersons to be aware of and monitor the above non-adaptive responses, it is also vital that sports leaders themselves have the ability to monitor their own emotional states. In recent years, sports psychology research has seen the rise of a concept named emotional intelligence and how can it help sports occupational performance.

Given the above contentions, it is surprising that sport psychology researchers have not conducted any studies of sports leaders and its relationship to emotional intelligence in Bahrain kingdom, Therefore,

the purpose of the present research is exploring and comparison of emotional intelligence in women leaders and men leaders of sport field in Bahrain kingdom.

**Material and Methods:**

**Subjects:**

The sample contains (35) sports leaders from Bahrain kingdom (10 female leaders – 25 man leaders)

Table 1. Age and Job experience of the two groups (mean ± SD).

Variable	Measurement unit	Mean	Standard deviation	Median	skewness
Age	Year	52.32	4.51	52.00	0.94
Job experience	Year	33.67	6.34	34.00	1.86

Table 1. Shows the age and Job experience of the subjects. No significant differences were observed for the subjects.

**Instrument**

**BarOn EQ-I**

The EQ-I is a 133-item self-assessment instrument that uses a 5-point Likert scale (ranging from “Not True of Me” to “True of Me”) to measure Emotional intelligence on five composite scales and 15 content subscales: Intrapersonal (self-regard, emotional self-awareness, assertiveness, independence, and self-actualization), Interpersonal (empathy, social responsibility, and interpersonal relationship), Stress

(mean ± SD , age 45 ± 7.5 years , job experience 20.8 ± 9.3 years). The Bar-On Emotional Quotient Inventory (EQ-i; Bar-On, 1996) was used to obtain the emotional intelligence scores of leaders. A demographic questionnaire was also administered to collect participant personal data.

Management (stress tolerance and impulse control), Adaptability (reality testing, flexibility, and problem solving), and General Mood (optimism and happiness) (Bar-On 2006, 1997).

Data from each of these scales are used to create one overall composite EQ-I score together with other aggregate group scores for composite scales and content subscales. Higher scores signify higher level of Emotional intelligence.

**Procedures**

**Reliability of EQ-i scale**

**Internal consistency**

The internal consistency was evaluated by examining Cronbach alphas for each scale among (4) sports leaders (table 2). The coefficients range from average 0.69 (Reality testing) to high 0.91 (emotional self-awareness).

Table 2. Internal consistency

EQ-I subscales	Cronbach alphas
<b>Intrapersonal</b>	0.78
Self-regard	0.77
Emotional self-awareness	0.91
Assertiveness	0.85
Independence	0.86
Self-actualization	0.88
<b>Interpersonal</b>	0.79
Empathy	0.76
Social responsibility	0.81
Interpersonal relationship	0.73
<b>Stress Management</b>	0.74
Stress tolerance	0.76
Impulse control	0.91
<b>Adaptability</b>	0.83
Reality testing	0.69
Flexibility	0.70
problem solving	0.77
<b>General Mood</b>	0.81
Optimism	0.80
Happiness	0.86

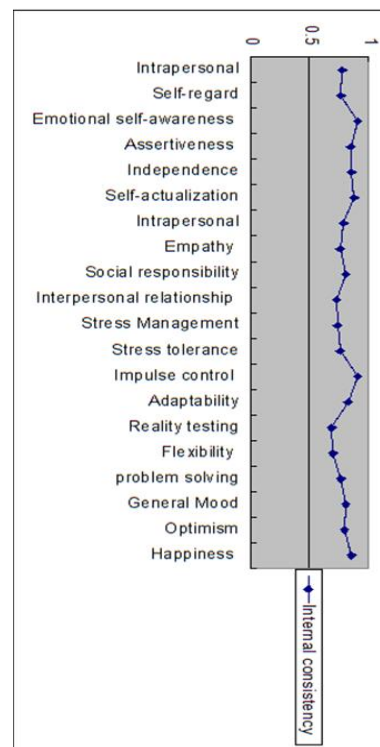


Fig 1 explain the Reliability of EQ-i scale

**Statistical Analysis**

All statistical analyses were calculated by the SPSS statistical package. The results are reported as means and standard deviations (SD). Differences between two groups were reported as mean difference

± 95% confidence intervals (mean difference ± 95% CI). Student's t-test for independent samples was used to determine the differences in psychological parameters between the two groups. The p<0.05 was considered as statistically significant.

**Results.**

Table 3. Mean ± SD and T sign between Bahraini male and female leaders in the emotional intelligence

EQ-I subscales	Female		Male		T sign
	M	S	M	S	
<b>Intrapersonal</b>					
Self-regard	.37	1.	.40	2.	Si gn
Emotional self-awareness	.32	2.	.35	2.	Si gn
Assertiveness	.27	3.	.29	3.	No Sign
Independence	.27	2.	.30	3.	Si gn
Self-actualization	.32	2.	.38	2.	Si gn
<b>Intrapersonal</b>					
Empathy	.37	3.	.35	3.	No Sign
Social responsibility	.41	2.	.37	2.	Si gn
Interpersonal relationship	.48	2.	.42	2.	Si gn
<b>Stress Management</b>					
Stress tolerance	.41	2.	.38	2.	Si gn
Impulse control	.40	3.	.41	3.	No Sign
<b>Adaptability</b>					
Reality testing	.45	3.	.56	3.	No Sign
Flexibility	.35	3.	.37	3.	No Sign
problemsolving	.34	2.	.31	2.	Si gn
<b>General Mood</b>					
Optimism	.34	3.	.36	3.	No Sign
Happiness	.39	2.	.42	2.	Si gn

Table 3 shows that:

- Significant Difference between male and female leaders in Self-regard for male leaders.
- Significant Difference between male and female leaders in Emotional self-awareness for male leaders.
- No Significant Difference between male and female leaders in Assertiveness.
- Significant Difference between male and female leaders in Independence for male leaders.

- Significant Difference between male and female leaders in Self-actualization for male leaders.
- No Significant Difference between male and female leaders in Empathy.
- Significant Difference between male and female leaders in Social responsibility for female leaders.
- Significant Difference between male and female leaders in Interpersonal relationship for female leaders.
- Significant Difference between male and female leaders in Stress tolerance for female leaders.
- No Significant Difference between male and female leaders in Impulse control.
- No Significant Difference between male and female leaders in Reality testing.
- No Significant Difference between male and female leaders in Flexibility.
- Significant Difference between male and female leaders in problem solving for female leaders.
- No Significant Difference between male and female leaders in Optimism.
- Significant Difference between male and female leaders in Happiness for male leaders.

### Discussion

This study addresses the concept of a modern and important of emotional intelligence, which has received attention of researchers in the field of psychology and management together because of its importance and its impact on many of the attitudes and behaviors in humans in general and the staff and workers in particular, and as one of the key indicators to predict the capabilities and potential of employees and workers, especially managers, and study the relationship between emotional intelligence and the current study variables (performance) helps to shed light on this relatively modern concept and helps to understand the nature of this concept.

In addition to identify the level of performance of leaders and managers in private organizations and they have the effect of a strong and essential to the success of the organization and achieve its objectives, in light of today's changing world and volatile, especially after the global economic crisis that gripped much of organizations and private institutions and even public and some governments, and what will be represented by the results of this study to help leaders and managers in promoting estimated managers to take appropriate decisions in a timely manner in light of the changes and fluctuations that is sweeping the world, and in order to improve their performance and contribute to solving some of the problems between

managers and workers and unify their efforts to achieve the goals of the organization and public through what will come out by the this study findings and recommendations to contribute to the development and draw the attention of managers to raise the level of emotional intelligence they have.

With regard to the importance of the Emotional Intelligence in our everyday life, all the specialists agree that it has a positive influence on the quality of life and it has the capacity to get better. We might improve the capacities of the emotional intelligence through training and self-regulation, and thus we might improve the quality of life as well. (Wong & Law, 2002)

Often the emotional intelligence behavior leadership, due to the impact of administrators in the conduct of their employees and in their working lives, it constitutes one of the variables outstanding leadership qualities administrative successful, because the success of management depends on his skills in dealing with the emotions of his staff and their feelings, which contributes to the smooth handling of their needs, solve problems, and motivate them, and raise the motivation towards distinctive performance. (Sadri, et al. 2008)

Increasingly, attention intelligence emotional with educational administrators as it relates to their conduct leadership in operations management, supervisory and especially with regard to the management of talented and departments related attached to direct and which need further development and innovation and creativity day after day to keep pace with the times and meet the needs of gifted students and creators, as they say, the lost thing does not give him If management does not have the emotional intelligence.

(Pandey, 2006). Tried to find out adolescent girls with high, moderate and low emotional intelligence differ on various types of deprivation. The random sample of 100 IX Class adolescent girls studying in four Hindi medium secondary schools of Varanasi city. The Findings were the girls having low emotional intelligence perceive various deficiencies more in their environmental factors likes, social isolation, insufficient housing, and other infrastructural facilities, economic

According to our results, we could observe that the high level of emotional intelligence among sports leaders through the high proportion of sympathy prevailing among them for the presence of blood ties and lineage and kinship, and their ability to regulate their emotions and communicate social and their ability to manage their emotions and increase their knowledge of emotional which is the key dimensions of emotional intelligence, and can also be attributed to the nature of the air emotional that prevails in the environment of Bahrain kingdom where there is sympathy and



empathy and the ability to social interaction and communication and the expression of feelings and control positively, as directed feeling positive activities in their daily lives, can also be attributed to the educational administrators have the awareness that they must be distinguished from the others by virtue of their work, and thus they possess distinct patterns of behavior, and this leads to the continued pursuit of possessing the skills and abilities of emotional intelligence needed to develop themselves.

And within the dimensions of a measure of emotional intelligence, it came after a "Intrapersonal" in the first place while came after "Stress Management" in last place and explains the researcher, however, that knowledge sentimental enable the president to understand the feelings and emotions of subordinates, and then be more able to deal with them high efficiency and sympathy for them, especially in times of distress making more effective in subordinates work knowledge is compassionate contribute in the formation of the desired relationships and friendships that have a positive impact on performance.

#### **Conclusions.**

As a result, we need to prepare the Sports Women Leaders in Bahrain Kingdom on leadership skills.

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