

THE IMPACT OF GENDER ON EMOTIONAL INTELLIGENCE¹Sadaf Habib, ²Rutba Haseen**¹Sadaf Habib**

Department of Psychology, Abdul Wali Khan University, Mardan, KP, Pakistan

Email: sadaf_subhan208@gmail.com**²Rutba Haseen**

Department of Psychology, Abdul Wali Khan University, Mardan, KP, Pakistan.

Email: rutba_hassena111@gmail.com**Abstract**

The research is basically to find out the influence of gender on Emotional Intelligence and is there correlation between gender and Emotional Intelligence. This is a stereotype that males have better emotional intelligence than females to find out this we conducted a survey by help the TEIQ ue-SF i.e. “Trait Emotional Intelligence Questionnaires”. The survey consists of sample of total 130 people in which 63 are males and 67 are females. The technique was simple random sampling. The result shows that there is no impact of gender on emotional intelligence.

Keywords: Gender, Emotional Intelligence, Stereotype, Random Sampling**Background**

Whenever we talk about Impact of Gender on Emotional Intelligence, it means we are talking about male and female population varying in their abilities and capabilities of Cognitive and Emotional functioning. Emotional Intelligence also written as EI, is the capacity to evaluate emotional instructions efficiently and accurately (Salovey & Mayer, 1990). Emotional Intelligence is important factor for successful life and psychological functioning play an important role in shaping the character of people (Abraham, 1999). Researchers study a lot on this subject all over the world but some of developing countries like Pakistan here was a survey to understand the effectiveness of Emotional Intelligence (IQ) based upon gender. EI is the aptitude to monitors other people emotions and finding your emotions and interpreting information of those emotions appropriately. Using information of emotions for ethics

Impact of Gender on Emotional Intelligence

The basic point of conducting the study is the scarcity of researches on the given topic lack of theoretical background of the research. Several studies have been made across the globe but due to cultural and ethical differences, we still need to meet the ends of effective research. Emotionally Intelligent person knows when and how to respond rather than react. Emotional Intelligence was found in many males and females; as a result, researchers confirmed that females are mindful of their feelings emotions and empathetic. This effect may be due to cultural, social and biological factors (Katyal & Awasthi, 2005). In comparison males, are more confident, independent and resilient

Importance of emotional intelligence

Emotional Intelligence play important role in our lives. . The first step of improving emotional intelligence is to learn how to relieve stress. If you are unable to manage your emotions, it can lead to serious issues like stress leads to increase heart rate, abolish the immune system, increase chances of stroke, contribute to infertility, and affecting your age. Mental health can also be affected by stress making you to depressed and anxious. If you can't cope with your emotions and can't discriminate between then you will also be having mood swings. Recognizing your own thoughts feelings and emotions and how to control them you are better able to express how you feel and understand and how others are feelings. It leads to interact effectively and build strong bond.

Theories of Emotional intelligence**Mixed Model of Emotional Intelligence(Goleman, 1996)**

With regards to emotional intelligence, in 1990s Daniel Goleman expresses his thoughts and ideas about this concept. Goldman made the elements of EI accessible to broad segments of surrounding. He define it as ability to assess, control, identify, and recognize your own and others emotion of that group. He explained that high-level emotional intelligence improves working relationships and helps in developing problem solving increases efficiency and effectiveness. His best-selling book Emotional Intelligence (1995) introduces the new perspective on analyzing predicting and measuring the employ performances. His impact has been ever more profound on education. With that Goleman argued that not cognitive intelligence is guaranteed for successes but emotional intelligence. Goleman explained that those who adopt the characteristics like emotional awareness, motivation, empathy and societal skills have many chances of being successful than those who don't adopt.

Theory of Multiple Intelligences (Gardner, 1983)

This model is presented by Howard Gardner in his 1983 book "Frames of mind. Where he explains that there is type of intelligence known as General Intelligence which pays heed on the mental abilities of an individual. He expresses his idea that there are seven criteria for a behavior to be considered as intelligent. These are that intelligences showed potential for brain isolation by brain damage in evolutionary history, presence of core operations, susceptibility to symbolic expressions, a different development progression, the existence of savants, prodigies and support from experimental psychology and psychometric findings

Gardner chose eight abilities that he held to meet these criteria: rhythmic, visual spatial, verbal linguistic, logical mathematical, bodily kinesthetic, interpersonal, intrapersonal and naturalistic. Gardner firmly maintains intelligences should empower learners, not restrict their learning.

Trait Model of Emotional Intelligence(Petrides, 2010)

Konstantin Vasily Petrides 2001 conceptualized this model. He describes that trait EI evaluates an individual emotional ability. He proposed a conceptual difference between the trait-based model and ability-based model of EI. Ability model is programmatic and focuses on outward results while trait model is more toward self-perceptions. The trait EI should be investigated with in a

personality framework because it relies on personality. But some experts believe that EI is meant to be investigating in cognitive and emotional ability rather than frame of human figure. The trait EI model includes another researcher's model. The concept of EI as a personality trait is considered that it is outside of the classification of human cognitive ability. Trait model evaluate self in variety of formats. However, these evaluations are limited to measures of personality trait.

Statement of the Problem

Considering the vast number of researches upon emotional intelligence, it is of high demand to investigate the variant impact and ratio of emotional intelligence with gender. This research seeks to find out and build up an exploratory framework for conceptualizing that is there significant correlation between gender and emotional intelligence.

Research Questions

The study is set to explain major questions

1. What is the impact of gender on Emotional Intelligence
2. To look for the correlation between Gender and Emotional Intelligence

Hypothesis

This will test several hypotheses on the following:

1. Null Hypothesis H01: No significant correlation between gender and Emotional Intelligence
2. Null Hypothesis H2: Gender and Emotional Intelligence are not associated with each other's

Objectives

The study intends to explore the following objectives

1. To find a correlation between Gender and Emotional Intelligence
2. Understanding the impact of gender on emotional intelligence.

Literature Review

Emotional Intelligence is the capability to manage emotions, perceptions of feelings, emotional facilitation and management of emotions. Emotional intelligence is a solid foundation for the study of individual differences, especially about how reasoning is performed by feelings and emotions (Mayer & Salovey, 1997). The study is conducted in which young boys were unhappy and angry more than older boys. Although male and female as able of accepting expressions of grief perceived both mothers and fathers, mothers were observed to be more welcoming to such expressions. Older boys perceive their fathers as less able to adopt a set of emotions than younger boys. Therefore, there is no difference in the face expressiveness of boys and girls to begin which shows those boys are impassive throughout elementary school while girls are unemotional (Zeman & Shipman, 1996). These results shows that there is great ability of women to feel array of emotions with more power than men (Brody & Hall, 2008)

Research studies over many years which showed that categories like gender and age have been spotlight for experimental research. Maintenance of other studies that show there are differences between man and woman in level of EI (Suarez et al., 2010). Similarly, as regards the amount of

the adjustments and EI, The researchers also find that age and gender showed major distinctions among undergraduates (Azniza & Jdaitawi, 2009) discovered that senior undergraduates have prominent emotional intelligence than the juniors. An adjustments of students by gender and age variances are found (Pike, 1999). Researchers found that undergraduates aged twenty-one performances predominantly increased than those less are than two. According to the study, the capability of sex and age, in order to mitigate the connection between IV and correction students has found straight exploration. For example, the mediating effect of gender and age are assorted as what was found in student's achievement study. In addition, studies investigate the relation between EI, development and equality. Particularly, study incite sex can mediate the relation between EI and professional development, which was firmly hold up by the outcomes (Shabani et al., 2011) indicate that sex do not mediate between EI, spiritual intellect is considered as foretell for cognitive stability among teenagers. In context of age may be affected by mediating variable on educational achievements (Farsides & Woodfield, 2003). Study (Nnenne, 2007) investigates that age is a contributing factor that mediate relations with success regarding education, but as indicated by (Shabani et al., 2011) Age is not mediating factor other respects as religious, emotional quotient and cognitive stability among undergraduates.

The influence of gender and age on emotional quotient boys scored higher with personal intelligence than girls. Women showed remarkably higher relational results than in men. However, no relationship existed for stress management and adaptability score by gender and age. Male score higher than women on the scale of general mood (Bar-On et al., 2006). A study examined gender age differences in EI among 312 Bahraini adolescents and found that sex does not but age is significantly correlated with EI. The girls showed higher communication skills (Al-Bahrani et al., 2013). Similarly, explored girls are more expert in interpreting emotions and using emotions to make strong relationships. (Palmer et al., 2005) confirmed that women achieving high levels of interpersonal skills and emotional awareness. Although (Petrides et al., 2004) found that people perceive themselves as having higher quality of EI than females. Hopkins, p. 148) concluded that females leaders demonstrate array of emotional competencies is not recognized as an exceptional behavior. Similarly, (Hunt & Evans, 2004) found girls are more adept at perceiving emotions, regulating emotions, and use emotions to build relationships. Even though studies have shown, females have high degree of emotional intelligence than males (Joseph and Newman, 2011). In the socializing surrounding, parents, school, peers facilitate females to be more open, expressive, and cooperative in their personal world whereas male are considered to be competent, independent and instrumental (Petridis and Furrham, 2006). According to the biological perspective, the female biochemistry is more adapted to individuals own emotions and others' emotions as important factor for survival (Fernandez et al. 2021). Males and females are different in cerebral functioning of the emotions which ultimately give rise to different level of EI (Craggs, 2005). Overall, Emotional Intelligence and gender was found that females have higher emotional intelligence and interpersonal skills than males (Van Rooy et al., 2005).

Research Methodology

This chapter includes the nature of the study, population, sample of study, data collection Instrument.

Nature of research

The aim of the study is to find the impact of gender on Emotional Intelligence. For this reason, we conducted research which is quantitative involved quantitative data for analysis. The reason of this type of research is to seek generalizable results or to test casual hypothesis (Watt, 2007).

Population of study

Population of study comprises of male female undergraduate pupil, enrolled in program of social sciences and other sciences both from Abdul Wali Khan University Mardan age range of 18-25. Target for sampling was 500 but due to stressful situation like Pandemic and shortage of time, only 130 students participated. Out of which 48.5% male and 51.5% female participated.

Sample and Sample Technique

This is Cross Sectional study. The sample, which we use here, is simple random sampling technique from the aggregate of students in bachelors of social and other sciences. The stratification based was gender, and understanding the gender differences on social wellbeing, sociability, Emotionality, self-control. According to sampling outcomes, the selected students were 130 students both male and female

Research Design

In this study cross sectional descriptive, Quantitative correlation research methods are used. This research is design in such a way for gathering the information from undergraduates, as it is more important to be appropriate, authentic, economical and time saving.

Instrument

Description of trait EI explains it as a cultural disposition and self concept belong to ones emotions. The tool we used is "Trait Emotional Intelligence questionnaire. Petridis, K. V. (2009), developed the TEIQue and it is scientific instrument use to measure trait emotional intelligence. Trait Emotional Intelligence is measured using TEIQue

Data Collection

This research is based on primary data which is collected through Questionnaires. For the collection of data Researcher took permission from Head of department. It was made sure that information by the subject will be confidential. This process is praise formally on 30 March to 20 July, 2021. In such Pandemic situation, the researcher preferred to collect data online and made clear the purpose of investigation.

Ethical Considerations

In collections of data all the ethical considerations were implemented including anonymity and confidentiality. All the data collected from subjects were kept secret. Permissions were taken from participants as well as subjects.4.

Results and Discussions

This chapter includes data from various sources that are in tabulation. The results show that there

is no significant relationship between gender and Emotional intelligence.

Results

Table 1: Demographic Information of the subjects.

	<i>F</i>	%
Gender		
Male	63	48.5
Female	67	51.5
Age		
19	4	3.1
20	4	3.1
21	2	1.5
22	38	29.2
23	44	33.8
24	8	6.2
25	6	4.6
26	4	3.1
28	4	3.1
30	6	4.6
33	8	6.2
40	2	1.5

Note: *f*=frequency, %=percentage

Table shows the statistics of demographic information of the study.

Table 2: Descriptive statistics of EI

Scale	No. of Items	M	SD	S	K	Coefficient Of alpha
EI	30	128.25	23.36	-.16	.18	.90

Note: *EI*=Emotion Intelligence, *M*=Mean, *SD*=Standard Deviation, *S*=Skewness, *K*=Kurtosis

Table shows the psychometric properties of EI scale and the Cronbach alpha of the scale calculated in the current study is .90, which is very good reliability. Therefore, the scale is valid and reliable to use.

Table 3: Linear Regression between EI and Gender.

	B	SE	B
Variables			
Constant	127.98	6.66	
Gender	.177	4.21	.04
R ²	.00		
F	0.002		

Note: *SE*=Standard Error, *CI*=Confidence Interval; R² is significant at 0.001 level (***) *p*<0.001)

Table 5 shows linear regression between Emotional intelligence and Gender. The results revealed

that 0% of variance in Emotional Intelligence was explained by Gender (R^2) = .00, $p < 0.001$. Thus, Gender has no influence on Emotional Intelligence.

Table 4: Inter scale correlation between EI and Gender.

Variables	I	II
EI003
Gender	.003

Note: EI=Emotional Intelligence

The table shows a very weak or insignificant correlation between Gender and Emotional intelligence. Thus, they are not associated with each other.

Discussion, Conclusions, and Recommendations

Discussions

This study deals with integration of data with the study integration of data. The main purpose of the study is to find the Impact of Gender on Emotional Intelligence

Null Hypothesis

To check first hypothesis that is no correlation between EI and gender. The value was 0.003 which means zero correlation exist between two variables gender and EI. Hence it is concluded that there is no correlation between gender and EI.

To check the hypothesis that is there any association between gender and Emotional Intelligence, liner regression is applied as evident in table no. 4 between two variables i.e. EI and Gender. The results revealed 0% of variance in Emotional Intelligence was explained by Gender (R^2) = .00, $p < 0.001$. Thus, gender has no influence on Emotional Intelligence.

Conclusion

The results conclude that there is no influence of gender on Emotional Intelligence. This asserts that Emotional Intelligence is independent of gender.

Limitations

Numerous limitations were found in the present research, such as, the questionnaire was too extensive and time consuming for the participants to fill because the data was collected on Google forms. Moreover, there were some difficulties faced in understanding the items of questionnaire. Hence, the future researchers should adopt an alternative way for data collection and shall translate the questionnaire in to local language to increase understanding.

Recommendations

I recommend that further research should be made on the given background of study

Reference

Abraham, R. (1999). Emotional intelligence in organizations: A conceptualization. *Genetic, Social, and General Psychology Monographs*, 125(2), 209.

- Al-Bahrani, M., Aldhafri, S., Alkharusi, H., Kazem, A., & Alzubiadi, A. (2013). Age and gender differences in coping style across various problems: Omani adolescents' perspective. *Journal of Adolescence*, 36(2), 303–309. <https://doi.org/10.1016/j.adolescence.2012.11.007>
- Bar-On, R., Handley, R., & Fund, S. (2006). The impact of emotional intelligence on performance. *Linking Emotional Intelligence and Performance at Work: Current Research Evidence with Individuals and Groups*, 3–19.
- Brody, L. R., & Hall, J. A. (2008). Gender and emotion in context. *Handbook of Emotions*, 3, 395–408.
- Craggs, J. G. (2005). Developing a coherent model of intelligence: A mechanism for understanding neurolinguistic processing. *Unpublished Doctoral Dissertation*). University of Georgia, USA.
- Farsides, T., & Woodfield, R. (2003). Individual differences and undergraduate academic success: The roles of personality, intelligence, and application. *Personality and Individual Differences*, 34(7), 1225–1243. [https://doi.org/10.1016/S0191-8869\(02\)00111-3](https://doi.org/10.1016/S0191-8869(02)00111-3)
- Gardner, H. (1983). *The theory of multiple intelligences*. Heinemann.
- Goleman, D. (1996). Emotional intelligence. Why it can matter more than IQ. *Learning*, 24(6), 49–50.
- Hunt, N., & Evans, D. (2004). Predicting traumatic stress using emotional intelligence. *Behaviour Research and Therapy*, 42(7), 791–798. <https://doi.org/10.1016/j.brat.2003.07.009>
- Katyal, S., & Awasthi, E. (2005). Gender differences in emotional intelligence among adolescents of Chandigarh. *Journal of Human Ecology*, 17(2), 153–155.
- Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence. *Emotional Development and Emotional Intelligence: Educational Implications*, 3, 31.
- Nnenne, P. (2007). *Sociological influence of emotional intelligence and learning styles on school adjustment of senior secondary school students in lagos, nigeria*. 12.
- Palmer, B. R., Gignac, G., Manocha, R., & Stough, C. (2005). A psychometric evaluation of the Mayer–Salovey–Caruso Emotional Intelligence Test Version 2.0. *Intelligence*, 33(3), 285–305. <https://doi.org/10.1016/j.intell.2004.11.003>
- Petrides, K. V. (2010). Trait emotional intelligence theory. *Industrial and Organizational Psychology*, 3(2), 136–139.
- Petrides, K. V., Frederickson, N., & Furnham, A. (2004). The role of trait emotional intelligence in academic performance and deviant behavior at school. *Personality and Individual Differences*, 36(2), 277–293.
- Pike, G. R. (1999). *The Effects of Residential Learning Communities on Students' Educational Experiences and Learning Outcomes During the First Year of College*. 27.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211.
- Shabani, J., Hassan, S. A., Ahmad, A., & Baba, M. (2011). Moderating Effect of Age on the Link of Emotional Intelligence and Mental Health among High School Students. *International Education Studies*, 4(2), p82. <https://doi.org/10.5539/ies.v4n2p82>
- Suarez, M. T., Cu, J., & Maria, M. S. (2010). *Building a Multimodal Laughter Database for Emotion Recognition*. 4.

- Van Rooy, D. L., Viswesvaran, C., & Pluta, P. (2005). An Evaluation of Construct Validity: What Is This Thing Called Emotional Intelligence? *Human Performance*, 18(4), 445–462. https://doi.org/10.1207/s15327043hup1804_9
- Watt, D. (2007). On becoming a qualitative researcher: The value of reflexivity. *Qualitative Report*, 12(1), 82–101.
- Zeman, J., & Shipman, K. (1996). Children's expression of negative affect: Reasons and methods. *Developmental Psychology*, 32(5), 842.