

## Relationship Between Emotional Intelligence and Gender Among Adolescents

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### ABSTRACT

The main objective of the present study is to find out the relationship between emotional intelligence and gender among adolescents. The sample was compromised of 90 adolescent students. The questionnaire used for the present study is the emotional intelligence scale (EIS-HPD) by Anukool Hyde, Sanjyot Pethe, and Upinder Dhar. Using the survey method obtained results were interpreted and analyzed by using normality test and test statistics. The findings of the study suggest that there is no significant relationship between gender and emotional intelligence. Hence it can be inferred that gender does play an important role in emotional intelligence. In the present study aspects like socioeconomic status, domicile, and family type were also considered.

**Keywords:** *Emotions, Intelligence, Gender, Adolescents*

Emotional intelligence involves using cognitive and emotional abilities to function in interpersonal relationships social groups as well as manage one's emotional states. It consists of abilities such as social cognition, empathy, and reasoning about the emotions of others. Emotional intelligence enables want to learn knowledge and understand feelings in ourselves and in others and that we appropriately respond to them, effectively applying the information and energy of emotions in our daily life and work. (Cooper and sawaf 1997) define emotional intelligence as the ability to sense, understand and effectively apply the power and achievement of emotions as a source of human energy, information, connection, and influence. Mayor and salovey (1993) define emotional intelligence as the ability to monitor one's own and others' feelings and emotions to discriminate among them and to use the information to guide one's thinking and action. Earlier it was thought that performance is the outcome of certain abilities collectively known as intelligence however it has been realized that in addition to intelligence emotions are equally or even more responsible for performance. Hence the concept of EQ has become popular.

Emotions are powerful organizers of thoughts and actions and paradoxically in indispensable for reasoning and rationality. EQ comes to the aid of IQ when there is a need to solve important problems or to make key decisions. It enables to accomplish this in a

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superior fashion and in a fraction of the time. Moreover, emotions awaken intuition and curiosity which assist in anticipating an uncertain future and planning our actions accordingly unlike IQ, EQ can be developed and nurtured even in adulthood and can prove beneficial to one's health relationship and performance. Studies that have tracked people's level of EQ taught the years show that people get better and better in those capabilities as they grow and leave their own emotions and impulses. The term emotional intelligence encompasses the following five characteristics and abilities as discussed by Goleman (1995).

1. Self-awareness- knowing your emotion for recognizing feelings as they occur and discriminating between them is being emotionally literate.
2. Mood management- handling feeling so that they are relevant to the current situation and you react appropriately. Frustration tolerance and anger management, eliminating verbal pull-downs, fights, and group disruptions, better able to express anger without resorting to violence, less aggressive or self-destructive behavior, more positive feelings.
3. Self-motivation- gathering up your feelings and directing yourself towards a goal despite self-doubt, inertia, and impulsiveness. More responsible and better able to focus on tasks.
4. Empathy- recognizing feelings in others and turning them into their verbal and nonverbal cues. Better able to talk to other person's perspective. They make good companies and others feel comfortable with them and like them.
5. Managing relationships- handling interpersonal interaction conflict resolution and negotiations. Increase the ability to analyze and understand relationships, be more concerned and considerate, be more social and harmonious in groups, more sharing cooperation and, be more democratic in dealing with others.

Gender refers to roles, behaviors, activities attributes, and opportunities that any society considers appropriate for girls and boys, and women and men. Gender interacts with but is different from, the binary categories of biological sex.

Most cultures use a gender binary, having two genders, those who exist outside these groups fall under the umbrella term non-binary or gender queer. Some societies have specific gender beside men and women these are often referred to as third genders. It is well established that men have a larger cerebrum than women by about 8-10% however what is functionally relevant are differences in composition and wiring. Richard J. Haier and colleagues at the University of New Mexico and California found using brain mapping that men have more grey matter related to general intelligence than women, and women have more white matter related to intelligence than men- the ratio between grey matter and white matter is 4% higher for men than women. Grey matter is used for information processing while white matter consists of connections between processing centers, other differences are measurable but less pronounced. This shows that there may be some difference in the level of emotional intelligence in both genders. While some studies have shown that there is no significant relationship between the genders on their total score measuring emotional intelligence, the genders did tend to differ in emotional self-awareness, interpersonal relationship, self-regard, and empathy with females scoring higher than men. There might not be a direct relationship between gender and emotional intelligence but male and female might tend to differ in other aspects or factors affecting emotional intelligence such as empathy, self-regard, self-awareness, etc.

### REVIEW OF LITERATURE

The purpose of this correlational study was to look at the relationship between emotional intelligence (EI) and gender, age, and academic accomplishment among International Islamic University Islamabad students (IIUI). The Baron Emotional Quotient Inventory was used to determine emotional intelligence (EQi). The findings revealed a strong link between emotional intelligence and academic success. Emotional intelligence has been discovered to be a strong predictor of academic success. There was no clear link between age and emotional intelligence. Except on the stress management scale, where male students scored higher than female students, there was no difference in the mean EQi scores of male and female students. (Nasir, M., & Masrur, R. 2010). The current study looked at both men's and women's emotional intelligence. A snowball sampling technique was used to choose subjects. According to gender differences on the Emotional Quotient Inventory, men have more emotional intelligence than women. (S. Ahmad, 2009). The purpose of this study was to see if there were any gender variations in emotional intelligence among medical students. The information was acquired using the EQI, which was designed by (BarOn, 1997). A total of 500 students were included in the sample. The findings indicate a significant difference in emotional intelligence between men and women. Male students scored higher on emotional intelligence than female students. (Ajmal, S 2017). The goal of this research was to determine how gender, ethnicity, and location influenced emotional intelligence among college students. Two genders (male and female), two ethnicities (tribal and non-tribal), and two geographic areas were used to split the sample (rural and urban). Only B.A. students were included in the study. The emotional intelligence levels were determined using Mangal's (2009) emotional intelligence inventory. As per the study, both genders have similar levels of emotional intelligence. The emotional intelligence levels of tribal and non-tribal students are extremely similar. Furthermore, the findings revealed that students in rural and urban settings have vastly different learning styles. (Singh 2015)

The main goal of this study was to evaluate and compare adolescents' emotional intelligence and adjustment. A total of 100 adolescents (50 boys and 50 girls) between the ages of 13 and 19 were chosen. The study used the MSREIS-R (Multidimensional Self-Report Emotional Intelligence Scale) and the Adjustment Inventory. The findings reveal that the ability to express and judge emotions, as well as the ability to use emotions, differs significantly. There is a component to emotional intelligence. (Extremera 2007)

### METHODOLOGY

Here we discuss the methodology of desertion adopted in the present study, the research question rooted in this study, the objectives of the study, the variable selected for investigation, the instrument employed for assessing the variables, and the research design used for achieving the objective of the study. The operational definitions of the variable of the study are also discussed.

#### *Problem*

To study the relationship between emotional intelligence and gender.

#### *Objectives*

1. To study the relationship between emotional intelligence and gender
2. To study the relationship between emotional intelligence and socioeconomic status.
3. To study the relationship between emotional intelligence and domicile.
4. To study the relationship between emotional intelligence and family type.

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### *Hypothesis*

1. There is a relationship between emotional intelligence and gender.
2. There is a relationship between emotional intelligence and socioeconomic status.
3. There is a relationship between emotional intelligence and domicile.
4. There is a relationship between emotional intelligence and family type.

### *Sample*

A sample consisting of 90 adolescent students (45 female and 45 male) was selected for the study. The age group of the sample ranges from 17 to 22 years. The sample is selected mainly from students of Mysore and from a few other cities of Karnataka like Hubli, Bangalore, etc. The students are studying various courses like engineering, journalism, medical and other disciplines of study.

The random sampling technique is adopted for determining the sample for the present study. Random selection is the process of gathering a representative sample for a particular study. Having a random sample is important because the scientist wants to generalize his or her findings to the whole population without actually testing the whole population. In order to achieve this, the scientist identifies a population or group to study and randomly selects people to be in the study. Random means the people are chosen by chance which means each person has the same probability of being chosen like picking names out of a hat. When you have a truly random sample you reduce the chance that the results are due to factors of the participants in the study.

### *Instruments/Tools*

All the instruments chosen and were originally printed in the English language. The data is collected through a survey method by using a standardized questionnaire. The instruments chosen are as follows:

1. Demographic datasheet
2. Emotional intelligence scale (EIS-HPD)

A detailed description of the instruments used is given below:

#### **1. Demographic datasheet**

The datasheet is used to collect the demographic details to identify particulars of the participants such as name, age, socio-economic status, and education.

#### **2. Emotional Intelligence Scale (EIS-HPD)**

The emotional intelligence scale has been constructed by Mr. Anukool Hyde, Sanjyot Pethe, and Upinder Dhar and has been published by National Psychological Corporation, 4/230, Kacheri Ghat, Agra consists of 34 test items, it is five-point scale. Each test item has five alterations on which a subject has to put a tick mark on anyone from strongly agree to strongly disagree. The test is used to measure emotional intelligence. The test measures ten factors of emotional intelligence, namely, A-Self-awareness, B-Empathy, C-Self-motivation, D-Emotional stability, E-Managing relations, F-Integrity, G-Self-development, H-Value orientation, I-Commitment, J-Altruistic behavior.

#### **Reliability:**

The reliability of the scale was determined by calculating the reliability coefficient on a sample of 200 subjects. The split-half reliability coefficient was found to be 0.88.

#### **Validity:**

Besides face validity, as all items were related to the variable under focus, the scale has high content validity. It is evident from the assessment of judges/experts that items of the scale are directly related to the concept of Emotional Intelligence. In order to find out the validity

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from the coefficient of reliability (Garrett, 1981), 130 the reliability index was calculated, which indicated high validity on account of being 0.93.

### *Factors of Emotional Intelligence:*

The scale was administered to 200 executives and the scores obtained were subjected to factor analysis and their factors were identified. These are self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment, and altruistic behavior.

- (A) Self-awareness is being aware of oneself. These items are "I can continue to do what believe in even under severe criticism", "I have my priorities clear", "I believe in myself" and "I have built rapport and made and maintained personal friendships with work associates." This factor is the strongest and explains 26.8 percent variance and has a total factor load of 2.77. The correlation of this factor with the total score is 0.66.
- (B) Empathy is feeling and understanding the other person. These are "I pay attention to the worries and concerns of others", "I can listen to someone without the urge to say something", "I try to see the other person's point of view", "I can stay focused under pressure, and "I am able to handle multiple demands." This factor explains 7.3 percent variance with a total factor load of 3.11. The correlation of the factor with the total score is 0.70. 131
- (C) Self-motivation is being motivated internally. These items are "People tell me that I am an inspiration for them", "I am able to make intelligent decisions using a healthy balance of emotions and reason", "I am able to assess the situation and then behave", "I can concentrate on the task at hand in spite of disturbances", "I think feelings should be managed", and "I believe that happiness is an attitude". This factor accounts for a 6.3% variance and a total factor load is 3.28. Its correlation with the total score is 0.77.
- (D) Emotional stability. These are "I do not mix unnecessary emotions with issues at hand", "I am able to stay composed in both good and bad situations", I am conformable and open to novel ideas and new information, and "I am persistent in pursuing goals despite obstacles and setbacks". This factor explains 6.0 percent variance with a total factor load of 2.51. The correlation of this factor with the total score is 0.75.
- (E) Managing relations: The statements that measure this factor are "I can encourage others to work even when things are not favorable", "I do not depend on others' encouragement to do my work well", "I-am perceived as friendly and outgoing", and "I can see the brighter side of any situation". This factor explains 5.3 percent variance with a total factor load of 2.38. The correlation of this factor with the total score is 0.67. 132
- (F) Integrity: the statements that measure this factor are "I can stand up for my beliefs", "I pursue goals beyond what is required of me", and "I am aware of my weaknesses" are the statements that measure this factor. This factor explains 4.6 percent variance with a total factor load of 1.88.
- (G) Self-development includes statements such as "I am able to identify and separate my emotions" and "I feel that I must develop myself even when my job does not demand it" and explains a 4.1% variance with a total load of 1.37.
- (H) Value orientation: The statements are "I am able to maintain the standards of honesty and integrity", and "I am able to confront unethical actions in others" and explain a 4.1% variance with a total factor load of 1.29.
- (I) Commitment: the statements are "I am able to meet commitments and keep promises", and "I am organized and careful in my work" measure this factor. This factor accounts for 3.6 percent variance with a total factor load of 1.39.

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- (J) Altruistic behavior: The items are "I am able to encourage people to take initiative", and "I can handle conflicts around me". It explains 3.0 percent variance with a total factor load of 1.3.

### RESULTS

The study aimed to understand the relationship between emotional intelligence and gender. The impact of socioeconomic status, domicile, and family type on emotional intelligence is also studied. The results obtained from statistical analysis to test the hypothesis are presented below.

#### *Hypothesis 01, 02, 03 & 04*

Table 1,2&3 showing the relationship between emotional intelligence, gender, SES, Domicile, and type of family

Correlations						
		gender	family type	SES	domicile	Emotional into
gender	Pearson Correlation	1	-.061	-.030	.000	-.219*
	Sig. (2-tailed)		.566	.778	1.000	.038
	N	90	90	90	90	90
family type	Pearson Correlation	-.061	1	-.065	.139	.159
	Sig. (2-tailed)	.566		.545	.190	.136
	N	90	90	90	90	90
SES	Pearson Correlation	-.030	-.065	1	-.117	.038
	Sig. (2-tailed)	.778	.545		.273	.724
	N	90	90	90	90	90
domicile	Pearson Correlation	.000	.139	-.117	1	-.019
	Sig. (2-tailed)	1.000	.190	.273		.862
	N	90	90	90	90	90
Emotional intelligence	Pearson Correlation	-.219*	.159	.038	-.019	1
	Sig. (2-tailed)	.038	.136	.724	.862	
	N	90	90	90	90	90

\*. Correlation is significant at the 0.05 level (2-tailed).

The above table indicates that there is a significant influence of gender on emotional intelligence since the significance value is  $0.038 < 0.05$ . rest of the variables have not shown any correlation with emotional intelligence.

### DISCUSSION

Meshkat, M., & Nejati, R 2017, It states that there is no significant relationship between emotional intelligence and gender however the genders did tend to differ in emotional self-awareness, interpersonal relationship, self-regard, and empathy.

Fernández-Berrocal, P., Cabello, R., Castillo, R., & Extremera, N. (2012). It says that both genders rated the target emotions as similarly intense, hence there is no significant

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relationship between gender and EI. The current study reveals that there is no significant relationship between emotional intelligence and gender among adolescents of the age group 17-22.

### *The findings of the present study*

1. There is a significant relationship between emotional intelligence and gender. Hence the directional hypothesis is accepted.

### *Limitations of the study*

Some of the limitations of the present study are listed below:

1. The size of the sample was small to make any generalizations about the findings.
2. The authenticity of responses given by the subject in the questionnaire may act as a limitation of the study.
3. The variables can be analyzed in a more detailed way.

### *Suggestions for further study*

- study on the representative sample using a larger sample which includes rural population can be carried out.
- As most individuals belonged to a particular cultural background, cross-cultural studies can be carried out.

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### **Conflict of Interest**

The author(s) declared no conflict of interest.

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