

Gender and Region as Socialized Determinants of Emotional Intelligence and Happiness

Vaishali Gaur^{1*}, Keerti²

ABSTRACT

Happiness and emotional intelligence are correlated factors that are essential for living a successful and healthy life. The socialization process has an impact on these learned psychological traits. The goal of the current study was to investigate how location and gender function as socialized predictors of happiness and emotional intelligence. Purposive sampling was used to choose 200 male and female students from both rural and urban areas for this study. Two standardized assessments were used to evaluate each individual. The Oxford Happiness Questionnaire, created by Argyle, M and Hills, P (2002), was used to measure happiness, while the Emotional Intelligence Scale created and developed by Hyde, A et al. (2002), was used to assess emotional intelligence. Based on univariate analysis of variance, it can be found that emotional intelligence is affected by geographical region ($p < 0.05$). Urban students are more emotionally intelligent than rural students. An interaction effect was found between gender and region on happiness ($p < 0.05$). The purpose of the study was to ascertain how graduate students' emotional intelligence and happiness were impacted by their gender and location. Recapitulating the above findings, it can be stated that emotional intelligence is affected by geographical region and an interaction effect exists between gender and geographical region on the happiness of graduate students.

Keywords: *Gender, Region, Emotional Intelligence, Happiness*

The intricate and dynamic process of socialization lasts from birth into adulthood. This process involves mechanisms like internalization, intimation, and observation. The social group encourages imitation of observed behavior, which guarantees internalization of the behavior. A growing issue in the psychology literature is the notion that social class affects behavior, emotion, and cognition (Gallo & Mathews, 2003; Shaffer, 1994). An individual's physical and psychological development is impacted by the socializing process.

Emotional intelligence is an acquired psychological ability that is developed through social interaction. As per social cultural theory, "the development of particular skills and orientation is rooted in the specific and cultural activities of the community in which children and their companions interact (Rogoff, 1990). On the other hand, the social

¹Associate Professor, Department of Psychology, University of Patanjali, Haridwar

²Patanjali Research Foundation (Trust), Haridwar

*Corresponding Author

Received: April 16, 2025; Revision Received: June 10, 2025; Accepted: June 14, 2025

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cognitive theory emphasizes that the development of a variety of skills and orientations depends on the opportunities and incentives of a particular behavior. Thus, the various opportunities experienced by girls and boys can be referred to as gender discrimination (Bussey & Bandura, 1999; Leaper, 2000b). These types of experiences occur repeatedly in childhood, leading to differences in the preferences and skills of what boys and girls expect and value.

Empirical studies conducted by Brody & Hall, 2000; Ciarrochi, Hynes, & Crittenden, 2005; on emotions show greater emotional abilities in women. These studies conclude that women have greater emotional knowledge, express positive and negative emotions more fluently and more frequently, have more interpersonal competencies, and are more socially adept. Ravi, K. (2019) conducted a study to explore the level of emotional intelligence of University students and to investigate the difference between emotional intelligence based on gender, locality, and level of course and school study. Research results show that girls are more intelligent than boys and rural students are more emotionally intelligent than urban students. In one study, the effect of locus of control and gender on happiness among Indian adolescents was measured and results showed that girls were happier than boys (Rath, S., 2022). The relationship between the female gender and emotional competencies is linked with early childhood experience (Feldman Barret, Lane, Sechrest & Schwartz, 2000; Garaigordobil & Galdeano, 2006).

Based on research, it has been confirmed that women are more emotionally active than men. Women understand emotions better than men and have greater ability in terms of interpersonal skills. They have a greater ability to recognize other people's feelings. They are more perceptive and empathetic (Aquino, 2003; Argyle, 1990; Hargie, Saunders, & Dickson, 1995; Lafferty, 2004; Tapia & Marsh II, 2006; Trobst, Collins, & Embree, 1994). Research also provides evidence that certain areas of the brain dedicated to processing emotions may be larger in women than in men (Baron-Cohen, 2003, 2005; Gur, Gunning-Dixon, Bilker & Gur, 2002). Jausovec & Jausoves 2005 investigated that there is a difference in cerebral activity based on gender.

The urban-rural happiness differential has been investigated worldwide and the results suggest that the urban population is happier than the rural population (Burger, M. J., Morrison, P.S., Hendriks, M., Hoogerbrugge, M.M. 2020). Therefore, this study aimed to provide and add clarity to the significance of gender and regional socialization in the development of emotional intelligence and happiness.

METHOD

Aims/ objectives:

- To look into how graduate students' emotional intelligence and happiness are affected by their gender.
- To comprehend how graduate students' emotional intelligence and happiness are affected by different geographic areas, both rural and urban.
- To ascertain how graduate students' emotional intelligence and happiness are impacted by the combination of gender and location.

Hypotheses

- Gender will have no significant effect on the emotional intelligence of graduate students.

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- Geographical region will have no significant effect on the happiness of graduate students.
- Gender and geographical region will have no significant interaction effect on the emotional intelligence and happiness of graduate students.

Procedure

For this study, two hundred rural and urban students of both genders were selected through purposive sampling. Girls who were suffering from menstruation were not selected for this study. In the selection of students, it was also kept in mind that the field to which the student belongs should be studying at the University of the same field. A signed informed consent form was administered to each student before data collection. To measure and analyze the impact of gender and region on emotional intelligence and happiness, 2 X 2 factorial designs were constructed.

Description of measures

All participants were assessed using two standardized tests. Emotional intelligence was assessed using the Emotional Intelligence Scale developed and constructed by Argyle, M and Hills, P (2002), and Happiness was measured through the Oxford Happiness Questionnaire developed by Hyde, A et al. (2002).

RESULTS

All the variables were analyzed through SPSS version 25. Univariate analysis of variance was computed to determine the effect of two independent variables on two dependent variables and also to measure the interaction effect. An independent sample t-test was also computed to find out the significant difference between the two groups.

Table 1: Univariate Analysis of Variance of Emotional intelligence

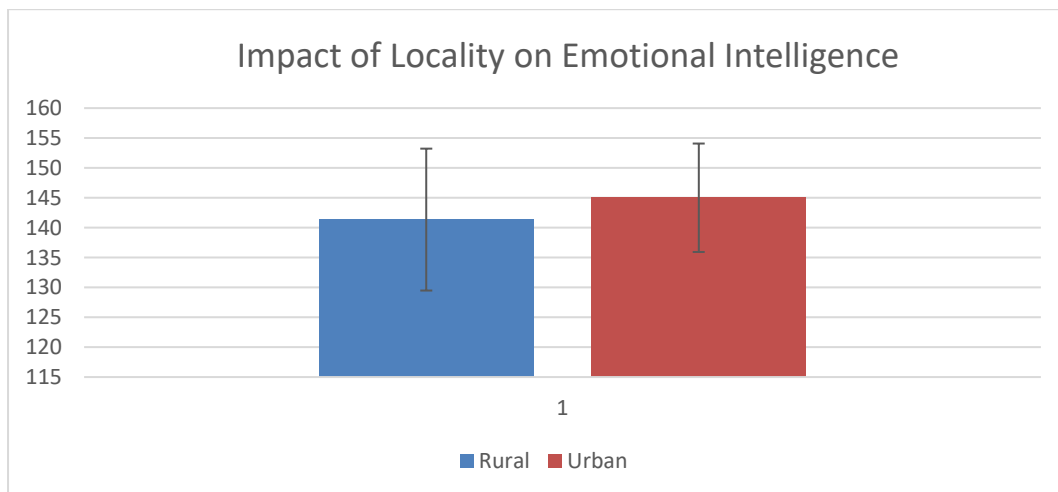
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1023.800 ^a	3	341.267	3.062	0.029
Intercept	4106978.000	1	4106978.000	36847.035	0.000
Gender	259.920	1	259.920	2.332	0.128
Region	760.500	1	760.500	6.823	0.010
Gender * Region	3.380	1	3.380	0.030	0.862
Error	21846.200	196	111.460		
Total	4129848.000	200			
Corrected Total	22870.000	199			

$P < 0.05$

Table 2: Mean, SDs and t values of rural and urban region on total Emotional intelligence

Geographical region	N	Mean ±SDs	t	Sig. (2 tailed)
Rural	100	141.35±11.87	-2.610	0.01
Urban	100	145±9.07		

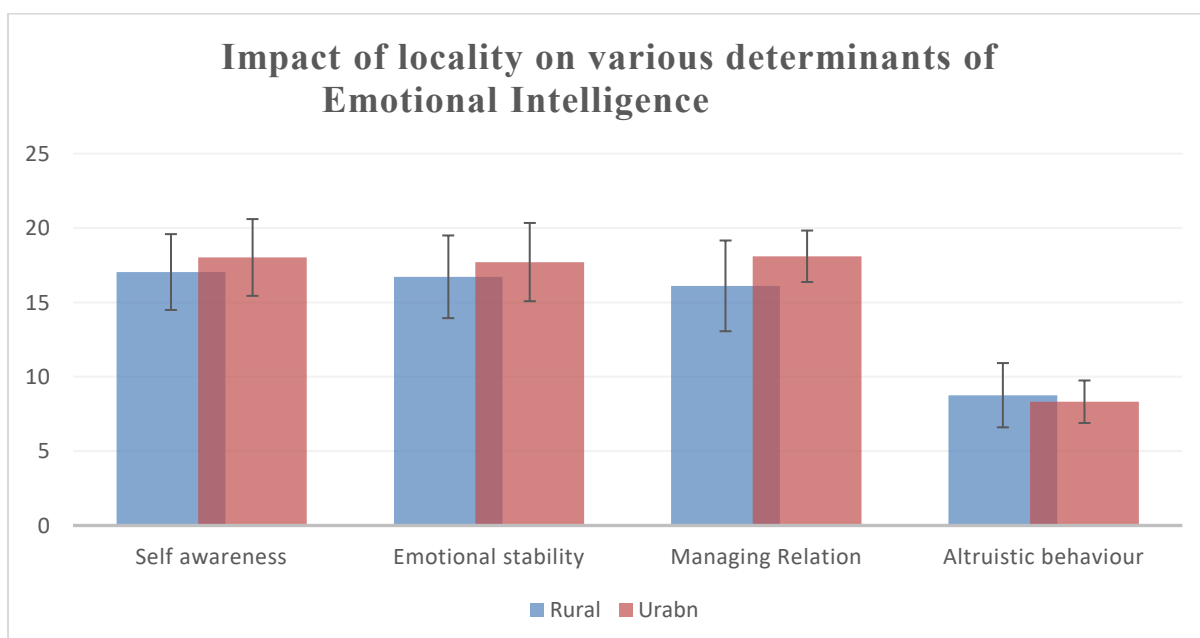
$P < 0.05$



In table 1, the value of F shows a significant effect between geographical regions on emotional intelligence of graduate students as the values are $p < 0.05$. Table 2 shows that there is a significant difference between rural and urban graduate students on emotional intelligence as t value was found significant at 0.01 level. Results indicate that urban students are more emotionally intelligent than rural students.

Table 3: Mean, SDs and t values of rural and urban region on various dimensions of Emotional intelligence

Variables	Region	N	Mean \pm SDs	t	Sig. (2 tailed)
Self awareness	rural	100	17.04 \pm 2.55	-2.700	0.00
	urban	100	18.02 \pm 2.58		
Emotional stability	Rural	100	16.72 \pm 2.78	-2.583	0.01
	urban	100	17.71 \pm 2.63		
Managing Relation	Rural	100	16.11 \pm 3.05	-5.321	0.00
	Urban	100	18.10 \pm 1.73		
Altruistic behaviour	Rural	100	8.76 \pm 2.16	2.381	0.01
	Urban	100	8.32 \pm 1.43		



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Table 3 indicates that there is a significant difference between rural and urban students on various dimensions of emotional intelligence such as self awareness, emotional stability, managing relation and altruistic behaviour as p value was found < 0.05.

Table 4: Mean, SDs and t values of girls and boys on various dimensions of Emotional intelligence

Variables	Gender	N	Mean ±SDs	t	Sig. (2 tailed)
Emotional Stability	Boys	100	16.73±2.91	-2.529	0.01
	Girls	100	17.70±2.50		
Managing Relation	Boys	100	16.71±2.83	-1.996	0.04
	Girls	100	17.50±2.77		

Table 4 shows that girls and boys differ from each other on two dimensions of emotional intelligence i.e., emotional stability and managing relation as p value is <0.05. Girls are more able to manage emotional stability and interpersonal relationship.

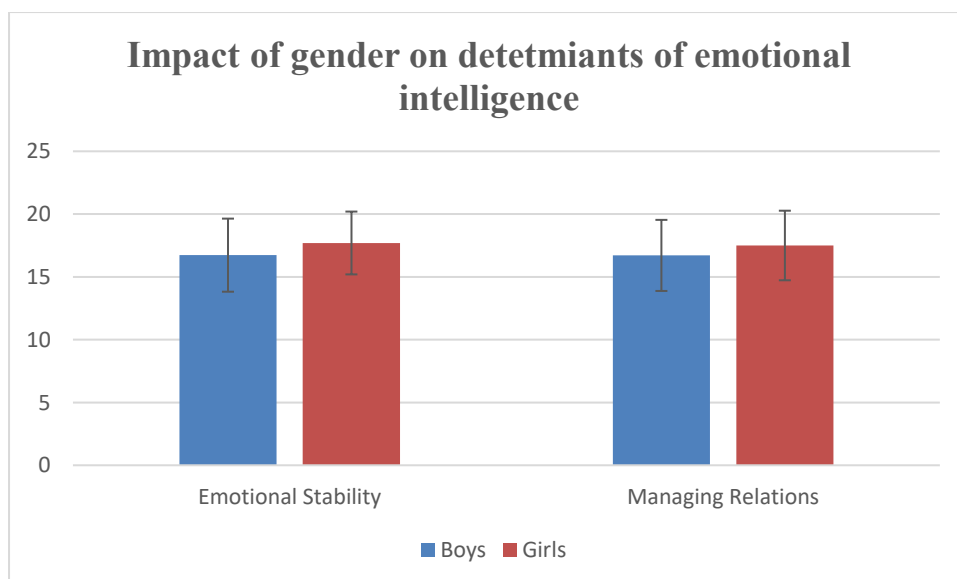
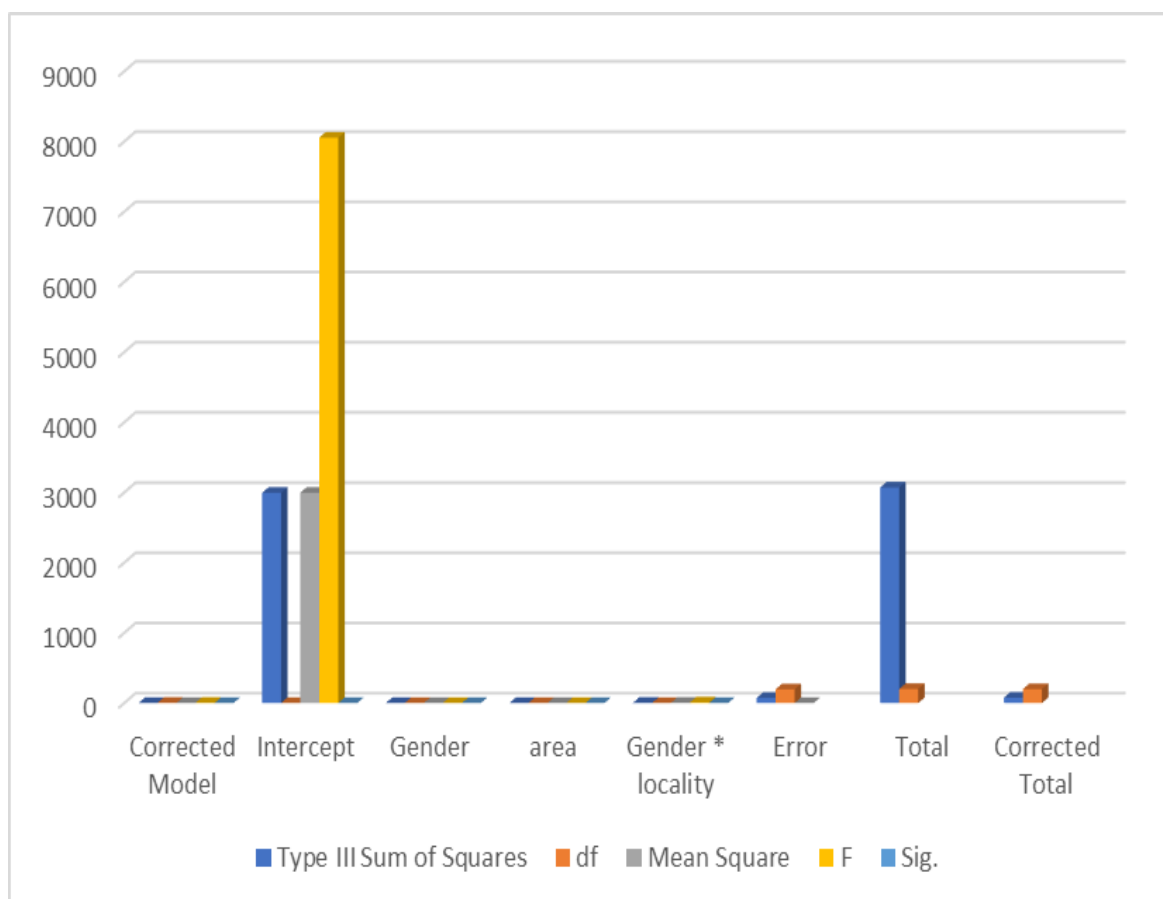


Table 5: Univariate Analysis of Variance of happiness

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3.740 ^a	3	1.247	3.353	.020
Intercept	2995.380	1	2995.380	8055.632	.000
Gender	.180	1	.180	.484	.487
Region	.180	1	.180	.484	.487
Gender * Region	3.380	1	3.380	9.090	.003
Error	72.880	196	.372		
Total	3072.000	200			
Corrected Total	76.620	199			

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The value of F shows significant interaction effect between gender and geographical region on the happiness of graduate students ($p < 0.05$). Based on obtained results we can say that gender and geographical region influence happiness level of graduate students.

DISCUSSION

The present research study was conducted to investigate the impact of gender and geographical region on the emotional intelligence and happiness of graduate students and also to measure the interaction effect between gender and geographical region on both dependent variables. The results reveal that geographical region plays a significant role in the expansion of emotional development, whereas gender does not affect the level of emotional intelligence. Although previous research indicates that gender has a significant influence on emotional intelligence, this study has reached a result that does not support that conclusion. The present study concludes that gender does not affect the level of emotional intelligence. This finding corroborates with the findings of Lawrence and Deepa (2013), Thilagavathy (2013), and Shree (2013). The results indicate that urban students have higher emotional intelligence than their rural counterparts ($p < 0.05$). In various dimensions of emotional intelligence, such as self-awareness, emotional stability, and managing relationships, urban students are more balanced than rural students. On the other hand, rural students are better at altruistic behavior than urban students. Based on the obtained results, it can be stated that perception, identification, and recognition of emotions are better in urban students. They are better at emotional facilitation of thought and better able to understand emotional facilitation, which helps in emotional problem-solving. They are also competent to manage interpersonal skills and have a flexible orientation toward interpersonal skills and communication. Similar results were also found by R.K. Adsul (2013). In his study, it was

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found that urban students are more emotionally intelligent than rural students. In urban universities, students get most of the opportunities to showcase their skills. In urban universities or colleges, boys and girls freely express their views to each other without hesitation.

The F-value from Table 3 for gender and geographical region was found to be 9.09 ($p < 0.05$). Gender and geographical region will have significant interaction effects on the happiness of graduate students. *Yam hi na vyathayanthyethe purusham purusharshabha Samadhukha sukham dheeram somruthathvaya kalpathe*" (Swarupananda, S., 1996). This analytic sloka from the Bhagavad Gita (Chapter II, Verse 15) sums up the entire concept of emotional intelligence (EI). It says that a person who is calm and remains unperturbed by either pain or pleasure is the one who attains immortality. Gender discrimination is not displayed in this sloka. So being emotionally intelligent does not depend on whether a person is male or female.

To be successful in life, emotional intelligence and happiness are of special importance. Hence, in future research, it would be best to measure the effect of more relevant variables like medium of study, stream of study, and different age groups.

CONCLUSION

The study's purpose was to measure the impact of gender and region on the emotional intelligence and happiness of graduate students. Recapitulating the above findings, it can be stated that region has a significant effect on emotional intelligence. Urban students are more emotionally intelligent than rural students. The study results also elucidated that an interaction effect was found between gender and region on the happiness of students.

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Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The authors whose names are listed immediately below the title of the manuscript, have no affiliations with or involvement in any organization or entity with any financial interest or non-financial interest in the subject matter or materials discussed in this manuscript.

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How to cite this article: Gaur, V. & Keerti (2025). Gender and Region as Socialized Determinants of Emotional Intelligence and Happiness. *International Journal of Indian Psychology*, 13(2), 3387-3395. DIP:18.01.297.20251302, DOI:10.25215/1302.297