



IMPACT OF GENDER ON EMOTIONAL INTELLIGENCE LEVEL

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Abstract: **Aim:** To compare the emotional intelligence level of males and females in the age group of 18 - 25. **Method:** T test was used to compare the emotional intelligence level between of males and females **Sample:** 120 young adults ranging from 18-25 years of age. **Tools:** Emotional Intelligence Scale. **Research Design:** Quantitative research was used. **Findings:** The study indicated that there is no significant difference in the emotional intelligence of males and females.

Index Terms – Emotional Intelligence, gender, emotional intelligence scale

Introduction:

The ability to keep track of one's and other people's emotions, differentiate between them and label them appropriately, and use emotional information to direct one's thinking and behavior are all examples of emotional intelligence (EI). EI comes in three different models. **The Ability Model**, created by Peter Salovey and John Mayer, argues that in order to be emotionally intelligent, you need to possess certain competencies. **The Trait Model**, such as that developed by Petrides, breaks from the idea that emotional intelligence is based on abilities. It argues that people have emotional self-perceptions and traits that form part of their personality. These are self-identified by the person rather than scientifically measured and might include self-identifying levels of assertiveness, self-esteem, and happiness. According to Daniel Goleman's proposal, the final model, **The Mixed Model**, combines ability and trait models. EI is a collection of skills and characteristics that drive leadership performance. It has been contended that EI is either similarly as significant as one's IQ (level of intelligence). In recent decades, markers of EI and methods for developing it have become increasingly sought after as it has been demonstrated that people with high EI have better mental health, superior job performance, and more potent leadership skills.

Gender refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. Gender differences are an interesting and important topic that can be seen in everything from language to behaviour. Gender differences can be seen in how people communicate, how they interact with others, and even how they think and learn. This article will look at the different ways gender affects communication, interaction, and learning in order to better understand gender differences. When it comes to communication, there are some differences between how men and women communicate. For example, men are often more direct in their conversations, while women tend to be more indirect. Men also tend to be more assertive, while women are more likely to be accommodating. Men also use more assertive language, while women use more passive language.

HOW IS EMOTIONAL INTELLIGENCE RELATED TO GENDER

There is ongoing debate and research on the relationship between emotional intelligence and gender. Some studies suggest that there are gender differences in emotional intelligence, with women tending to score higher than men on measures of emotional intelligence. However, other research suggests that there may not be significant gender differences in emotional intelligence. One possible explanation for gender differences in emotional intelligence is socialization. Girls and women are often socialized to be more empathetic and attuned to emotions, while boys and men may be socialized to suppress emotions or focus more on logic and rationality.

This socialization can shape the way individuals perceive and express emotions, which can affect their emotional intelligence. It is important to note, however, that individual differences in emotional intelligence are influenced by a range of factors beyond gender, including personality, culture, upbringing, and life experiences. Therefore, while there may be some general trends in gender differences in emotional intelligence, it is important to treat each person as an individual and not make assumptions based solely on their gender. Emotional intelligence refers to the ability to recognize, understand, and manage one's own emotions, as well as the emotions of others. Emotional intelligence is typically measured through self-report questionnaires or performance-based tasks that assess emotional perception, expression, regulation, and empathy. Studies exploring gender differences in emotional intelligence have produced mixed results. Some studies have found that women tend to score higher than men on measures of emotional intelligence, while others have found no significant gender differences.

Objective:

The aim of the study was to compare the emotional intelligence of males and females of the age group of 18-25.

Methodology:

The research was a quantitative study in which t test was used. 120 individuals ranging from 18-25 years of age belonging to Delhi and Delhi NCR participated in this study. Convenient sampling was used to select the samples for the study. The sample group included graduate and the post graduate students. Data was collected through two scales namely: Emotional Intelligence Scale.

Results:

TOTAL

| Independent Samples Test | | | | | | | | | | | |
|------------------------------|-----------------------------|-----------------------------------------|-------|------------------------------|---------|--------------|-------------|-----------------|-----------------------|-------------------------------------------|-------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
| | | F | Sig. | t | df | Significance | | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | One-Sided p | Two-Sided p | | | Lower | Upper |
| EMOTIONAL INTELLIGENCE SCALE | Equal variances assumed | 0.229 | 0.633 | -0.369 | 118 | 0.357 | 0.713 | -0.983 | 2.668 | -6.268 | 4.301 |
| | Equal variances not assumed | | | -0.369 | 116.300 | 0.357 | 0.713 | -0.983 | 2.668 | -6.268 | 4.302 |

Group Statistics

| | Gender | N | Mean | Std. Deviation | Std. Error Mean |
|----------------------|--------|----|---------|----------------|-----------------|
| SELF ACTUALISATION | Male | 60 | 15.7500 | 2.34069 | .30218 |
| | Female | 60 | 15.9000 | 2.34846 | .30318 |
| EMPATHY | Male | 60 | 19.1333 | 2.51414 | .32457 |
| | Female | 60 | 19.6667 | 2.74737 | .35468 |
| SELF MOTIVATION | Male | 60 | 23.1500 | 3.20394 | .41363 |
| | Female | 60 | 23.2833 | 2.77453 | .35819 |
| EMOTIONAL STABILITY | Male | 60 | 14.8500 | 2.41342 | .31157 |
| | Female | 60 | 15.5167 | 2.48037 | .32022 |
| MANAGING RELATIONS | Male | 60 | 15.6667 | 2.07215 | .26751 |
| | Female | 60 | 15.6167 | 2.15573 | .27830 |
| INTEGRITY | Male | 60 | 12.1333 | 1.92633 | .24869 |
| | Female | 60 | 11.9667 | 1.74634 | .22545 |
| SELF DEVELOPMENT | Male | 60 | 8.0667 | 1.31312 | .16952 |
| | Female | 60 | 7.9333 | 1.53895 | .19868 |
| VALUE ORIENTATION | Male | 60 | 8.3667 | 1.24828 | .16115 |
| | Female | 60 | 7.9833 | 1.34658 | .17384 |
| COMMITMENT | Male | 60 | 8.0833 | 1.51032 | .19498 |
| | Female | 60 | 8.2000 | 1.38760 | .17914 |
| ALTRUISTIC BEHAVIOUR | Male | 60 | 7.6833 | 1.35911 | .17546 |
| | Female | 60 | 7.8667 | 1.37121 | .17702 |

TOTAL

| | | Independent Samples Test | | | | | | | | |
|---------------------|-----------------------------|-----------------------------------------|------|------------------------------|---------|-----------------|-----------------|-----------------------|-------------------------------------------|--------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | T | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| SELF ACTUALIZATION | Equal variances assumed | .297 | .587 | -.350 | 118 | .727 | -.15000 | .42806 | -.99767 | .69767 |
| | Equal variances not assumed | | | -.350 | 117.999 | .727 | -.15000 | .42806 | -.99767 | .69767 |
| EMPATHY | Equal variances assumed | .780 | .379 | -1.109 | 118 | .270 | -.53333 | .48078 | -1.48541 | .41874 |
| | Equal variances not assumed | | | -1.109 | 117.083 | .270 | -.53333 | .48078 | -1.48548 | .41882 |
| SELF MOTIVATION | Equal variances assumed | .249 | .619 | -.244 | 118 | .808 | -.13333 | .54716 | -1.21687 | .95020 |
| | Equal variances not assumed | | | -.244 | 115.638 | .808 | -.13333 | .54716 | -1.21710 | .95043 |
| EMOTIONAL STABILITY | Equal variances assumed | .706 | .402 | -1.492 | 118 | .138 | -.66667 | .44678 | -1.55142 | .21808 |
| | Equal variances not assumed | | | -1.492 | 117.912 | .138 | -.66667 | .44678 | -1.55142 | .21809 |
| MANAGING RELATIONS | Equal variances assumed | .022 | .883 | .130 | 118 | .897 | .05000 | .38603 | -.71444 | .81444 |
| | Equal variances not assumed | | | .130 | 117.816 | .897 | .05000 | .38603 | -.71445 | .81445 |
| INTEGRITY | Equal variances assumed | .906 | .343 | .497 | 118 | .620 | .16667 | .33567 | -.49805 | .83138 |
| | Equal variances not assumed | | | .497 | 116.883 | .620 | .16667 | .33567 | -.49812 | .83145 |
| SELF DEVELOPMENT | Equal variances assumed | 1.502 | .223 | .511 | 118 | .611 | .13333 | .26117 | -.38386 | .65053 |
| | Equal variances not assumed | | | .511 | 115.148 | .611 | .13333 | .26117 | -.38399 | .65066 |
| VALUE ORIENTATION | Equal variances assumed | .107 | .745 | 1.617 | 118 | .109 | .38333 | .23705 | -.08608 | .85275 |
| | Equal variances not assumed | | | 1.617 | 117.328 | .109 | .38333 | .23705 | -.08611 | .85278 |
| COMMITMENT | Equal variances assumed | 1.262 | .264 | -.441 | 118 | .660 | -.11667 | .26478 | -.64100 | .40767 |
| | Equal variances not assumed | | | -.441 | 117.162 | .660 | -.11667 | .26478 | -.64104 | .40771 |
| ALTRUISTIC | Equal variances assumed | .417 | .520 | -.736 | 118 | .463 | -.18333 | .24925 | -.67691 | .31024 |

| | | | | | | | | | | |
|-----------|-----------------------------|--|--|-------|---------|------|---------|--------|---------|--------|
| BEHAVIOUR | Equal variances not assumed | | | -.736 | 117.991 | .463 | -.18333 | .24925 | -.67691 | .31024 |
|-----------|-----------------------------|--|--|-------|---------|------|---------|--------|---------|--------|

| GROUP STATISTICS | | | | | |
|------------------|--------|----|--------|----------------|-----------------|
| | | N | Mean | Std. Deviation | Std. Error Mean |
| EI | MALE | 60 | 133.93 | 13.704 | 1.769 |
| | FEMALE | 60 | 132.95 | 15.474 | 1.998 |

The results show the outcomes of Levene's test for equality of variances and t-test for equality of means in 10 different variables (self actualization, empathy, self motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment, and altruistic behaviour) between male and female groups. The null hypothesis for both tests is that there is no significant difference between the means of the two groups, while the alternative hypothesis is that there is a significant difference between the two groups.. For t-tests, the results are reported for both equal and unequal variances. For most variables, the p-value for t-tests is greater than 0.05, indicating that there is no significant difference between the means of the two groups. Therefore, we fail to reject the null hypothesis, and we can conclude that there is no significant difference between male and female groups in most of the variables. Therefore, we reject the null hypothesis for this variable, and we can conclude that there is a significant difference between male and female groups in empathy.

Discussion:

The sample is collected from 120 participants (60 males and 60 females) through random sampling method. The sample consisted of the participants who could read and understand English. The test is based on a sample of 60 males and 60 females, with ten measures of emotional intelligence (self actualization, empathy, self motivation, emotional stability, managing relations, integrity, self development, value orientation, commitment, and altruistic behaviour). The t-test for Equality of Means is used to test whether there are significant differences between the two groups. The results show that there is no significant difference in the emotional intelligence measures of self actualization, empathy, self motivation, emotional stability, managing relations, integrity, self development, value orientation, commitment, and altruistic behaviour. The significance values for all measures are higher than 0.05, indicating that there is no significant difference between males and females in their emotional intelligence level. Therefore, based on this statistical analysis, the hypothesis that females have a higher level of emotional intelligence than males is not supported. These results suggest that both males and females have similar levels of emotional intelligence, and gender is not a significant factor in determining emotional intelligence.

However, it is important to note that this study is limited to a small sample size and a specific population, and the results may not be generalizable to the entire population. Further research is needed to confirm these results and investigate other factors that may affect emotional intelligence, such as age, culture, and socialization. Based on the results of the independent samples t-tests, there were no significant differences in emotional intelligence level between males and females. Specifically, there were no significant differences in the mean scores for the following emotional intelligence subcomponents: self-awareness (SA), empathy, social management (SM), emotional self-control (ES), motivation and regulation (MR), integrity, self-development (SD), value orientation (VO), and commitment. This finding is somewhat surprising, as there has been a significant amount of research suggesting that females tend to have higher emotional intelligence levels than males. One possible explanation for this discrepancy is that the participants in this study were not a representative sample of the general population. It is possible that the sample size was too small to detect any significant differences, or that the sample was not diverse enough to accurately reflect the wider population.

Limitations:

- The study was limited to the young adults ranging from 18-25 years.
- The study was limited to the areas of Delhi and Delhi (NCR).
- The study only had a small sample of 120 young adults.

Suggestions:

- It is suggested that this study should be conducted in different areas as well. In India as well as Abroad.
- It is suggested that a larger number of people should be involved in the study.

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