

GENDER DIFFERENCES IN EMOTIONAL INTELLIGENCE: PROBLEMS AND ANALYSES

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Abstract: The article analyzes gender differences in emotional intelligence. The article shows that emotional intelligence is a fundamental element of human behavior and manifests itself in various forms. Studies show that the level of emotional intelligence differs in boys and girls. In addition, it was found that those with higher emotional intelligence are more resilient, which allows them to better adapt to changes in stressful situations. The conducted study showed that gender differences in the emotional intelligence of an individual in students have been empirically determined. It has been proven that during the student period, the indicators of emotional intelligence in groups of boys and girls differ significantly. Boys understand and manage their emotions better, and have a higher level of self-control. Girls demonstrate the ability to understand and manage the emotions of people around them. The results obtained can be used to understand the main aspects of psychological support for students who experience certain difficulties in choosing behavioral patterns. In conclusion, the author concludes that the level of emotional intelligence is higher in girls than in boys.

Keywords: emotional intelligence, gender differences, students, problems, perspectives and analyses

Introduction

It is known that in modern times, the study of the phenomenon of “emotional intelligence” attracts the attention of scientists from various fields of both fundamental science and applied

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psychology, pedagogy and management. The study of the new concept is designed to analyze the characteristics of development at a certain age, its manifestations in professional activity, and its impact on the success and development of the individual. The special popularity of emotional intelligence, which was previously formed under various names, including social intelligence, social emotions, etc., began with Daniel Goleman's book "Emotional Intelligence". [Goleman, 1995].

Methods for measuring emotional intelligence, which is identified as the key to success in business and politics, began to be created [Bar-On, 1997]. It should be borne in mind that emotional intelligence touches and affects every area of our lives. Emotional intelligence affects how we manage stress in everyday life, as well as how we perform at work and how we manage and lead teams. The relationship between emotional intelligence and aggression has also been analyzed. It has been found that developing emotional intelligence in gender can reduce aggression [Jabbarov et.al, 2023; Jabbarov, 2021]. .

It helps us to progress, mature, and achieve our goals [Faltas,2017]. Although various aspects of emotional intelligence have been widely studied, gender differences in this area have not been systematically investigated. But do gender differences manifest themselves in emotional intelligence?

In an extensive research article published by Meshkat and Nejati in 2017, although the results are mixed, it seems that there are gender differences in emotional intelligence. These differences can be attributed to both social and biological factors. Gender has been described as an essentially social process, with certain traits being desirable for one sex but undesirable for the other – for example, assertiveness is considered a "typical" male characteristic, while empathy is considered a desirable female trait. According to Meshkat and Nejati (2017), men and women are socialized differently – women are encouraged to be cooperative, expressive, and adaptable to their interpersonal worlds. Men are encouraged to be competitive, independent, and mediating. [Meshkat & Nejati, 2017]. In this regard, the emergence of gender differences is a fundamental characteristic. Biologically, women are biochemically adapted to pay attention to their own and others' emotions when necessary to promote

survival. Furthermore, neuroscientifically speaking, the brain areas required for emotional processing are larger in women than in men.

Literature review

The way emotions are processed by the brain also differs between men and women. Studies from around the world on gender differences in emotional intelligence have been conflicting. In a study by Meshkat and Nejati (2017), the Bar-On Emotional Quantitative Inventory was administered to 455 undergraduate students. The results showed no significant difference between men and women in the total score measuring EI. However, female students scored higher than men on self-awareness, interpersonal relationships, self-esteem, and empathy. Given previous research, Meshkat and Nejati (2017) expected men to score higher on self-awareness than women, but the results of this study did not support this hypothesis [Meshkat & Nejati, 2017]. What does other research say? While a study in the United States found that women scored higher on emotional intelligence than men and had higher emotional and interpersonal skills, a study among medical graduates in India found that women had higher emotional intelligence. Several studies have attempted to confirm the relationship between emotional intelligence and self-actualization [Jabbarov & Ibrahimova, 2013; Jabbarov, 2018].

A study of undergraduate medical students in Sri Lanka also found that women had higher average emotional intelligence. Among younger students, a study in Delhi found that 10th grade girls demonstrated higher emotional intelligence than their male counterparts, but a study in Iran found that 17-year-old female students demonstrated lower emotional intelligence.

In general, it has been suggested that women tend to score higher on emotional intelligence than men. However, even this finding is inconsistent! In some cases, there are no clear differences. For example, a study in the UK failed to find any relationship between gender and general emotional intelligence in a sample of workers. Similarly, a study in Myanmar found no difference in emotional intelligence between male and female teachers.

It is possible that, in terms of the components of emotional intelligence, women actually score higher than men in the interpersonal aspect of emotional intelligence, as well as empathy, emotional skills, and emotional perception (such as decoding facial expressions). Gender differences are more pronounced in the expression of emotions. Women are better at expressing emotions.

It has been found that mothers use more emotional words when telling stories to their daughters, and also show more emotion when interacting with women. It has also been argued that men are actually afraid of emotions and struggle to name the emotions they experience or those of others.

Studies have shown that men are more likely to express high-intensity positive emotions such as excitement, while women are more likely to express low/moderate-intensity positive emotions (such as happiness) and sadness. In addition, studies show that women are more emotionally sensitive, more emotional, and better at managing and understanding emotions. On the other hand, men have been shown to be more skilled at regulating impulses and dealing with pressure.

Women tend to be more capable of managing their own and others' emotions. They also tend to be better at emotional attention and empathy than men, who tend to be better at regulating emotions. In the workplace, more specifically, in the area of leadership, men tend to be more assertive, while women tend to be more honest than their male leadership counterparts.

One consistent finding about gender differences in emotional intelligence was that across all countries, men tended to rate their emotional intelligence higher, while women tended to rate their emotional intelligence lower.

As it turns out, the question of whether there are gender differences in emotional intelligence is not easily answered. However, in general, there is a relationship between gender and emotional intelligence, and this relationship has been established. The existence of gender differences in emotional intelligence seems obvious, but the authors' views on this issue differ significantly. Traditionally, it has been assumed that men and women differ in their achievements in areas such as emotional expression and empathy [Bern, 2008].

Eisenberg and Lennon's (1983) findings on gender differences in empathy and emotionality show that the results of empirical studies depend largely on the chosen measurement method [Eisenberg & Lennon, 1983]. Often, men do not want others to see them as empathetic or emotional because it is consistent with their gender role. The resulting gender differences do not yet indicate that men are less able than women to identify and empathize with the feelings of others, to experience and express their own emotions. According to the authors, gender roles are responsible for differences in empathy and emotionality. It turned out that parents encouraged different emotional qualities in their children: empathetic responsiveness in girls, and independence and emotional control in boys. Block concluded that the low level of empathy in men may be due to a lack of appropriate emotional experience, which was not given enough attention in childhood [Block, 1979].

Tavris (1992) suggested that gender roles are responsible for differences in empathy between men and women. Thus, single fathers had typical female characteristics, such as caring and sympathy. In this case, their social role requires empathetic behavior and develops the necessary qualities in them, although such social roles are almost exclusively characteristic of women. [Tavris, 1992].

Hall (1984) analyzed 125 studies on gender differences in sensitivity to nonverbal cues and found that women are generally better at recognizing the emotions of others than men. [Hall, 1984]. At the same time, many studies show minimal differences between men and women in this indicator of emotionality. It is often argued that men and women have the same emotionality, but express their emotions with different degrees of intensity, which is explained by the difference in norms regarding emotional expression. S. Berne (2001) draws attention to the insignificance of gender differences in the field of emotional intelligence. [Bern, 2001]. Thus, differences in the level of empathy are detected only when male subjects in the study are asked to report how empathetic they are. Men are more likely than women to suppress their feelings, and they also use different ways to express their feelings than women. The most striking example is the expression of anger: men use direct physical instrumental aggression, and women use indirect verbal aggression.

Research by G. Orme (2003) showed that, despite the absence of differences between men

and women in the general level of emotional intelligence, there are gender differences in the level of development of its individual components [Orme, 2003]. Thus, women demonstrate a higher level of development of interpersonal indicators of emotional intelligence: emotionality, interpersonal relationships, social responsibility. Intrapersonal indicators prevail in men: self-assertion, the ability to defend one's rights; stress management skills: stress resistance, impulse control; and adaptation: determination of persuasiveness, problem solving [Andreyeva, 2008].

Research shows that boys demonstrate a lower level of development of emotional intelligence than girls. In the study, I.N. Andreeva did not reveal gender differences in the value of the general indicator of emotional intelligence in students, but differences were noted in the level of development of some of its components, which indicates the possibility of compensation of abilities that are part of emotional intelligence. Thus, empathy, the ability to understand the emotions of others, as well as emotions in general, are well developed in girls, while in young men the intrapersonal component of emotional intelligence and its component "expression control" prevail [Andreyeva, 2008].

In studying the relationship of an individual's emotional intelligence with gender identity, I.S. Stepanov showed that an integral indicator of the development of emotional intelligence is associated with masculinity as leadership, while femininity, in turn, has a negative correlation with such an indicator of emotional intelligence as "controlling one's own emotions". Thus, it plays a major role in its formation and closure [Stepanov,2008].

Social stereotypes, cultural norms and role expectations play a role in the formation of gender differences in the components of emotional intelligence. What is "appropriate" for women in one culture may be "indecent" for women in another. The level of development of emotional abilities that is acceptable in one social group may be undesirable for representatives of another social group. Recommendations for the development of emotional intelligence should be based on empirical data for a particular age, cultural and social group.

Results

The aim of our work was to study gender differences in the field of emotional intelligence in undergraduate students. As a method for assessing emotional intelligence, we used the N. Hall method to determine the ability to understand personal relationships represented in emotions and manage the emotional sphere based on decision-making. The method consists of five scales: emotional awareness; managing one's own emotions (more precisely, emotional forgiveness); self-motivation; empathy; recognizing the emotions of others. As a result, we obtained scores corresponding to the five components of emotional intelligence on each scale and a total score for all scales corresponding to the general indicator of the subject's emotional intelligence. Statistical processing of data using descriptive statistical criteria, the Kruskal-Wallis test, the Student t-test for dependent samples and a number of other criteria to find possible differences gave the following results. The general indicator of emotional intelligence is higher in girls than in boys, and this difference persists in adolescence.

Table 1. Indicators of the levels of emotional intelligence in girls and boys

Levels of emotional intelligence	Female students	Male students
High	45.00	34.00
Medium	32.00	29.00
Low	23.00	37.00

The high level of development of emotional intelligence in girls is associated with the fact that almost all components of emotional intelligence that load the “understanding emotions” factor (emotional awareness, empathy, and recognition of other people's emotions) are higher in girls than in boys throughout almost the entire adolescence period. Such results can be explained by the fact that, being socially determined, the mentioned components of emotional intelligence in Russian society are more closely related to the manifestation of female social roles. It is believed that feelings are a female sphere. Therefore, girls learn about their own feelings and emotions and the feelings of other people

earlier and, in accordance with the maternal instinct, develop empathy, compassion, that is, feminine qualities from childhood. Thus, already in adolescence, girls demonstrate better development of such components of emotional intelligence as emotional awareness, empathy, and recognition of other people's emotions. Due to the well-developed "understanding emotions" factor, the overall indicator of emotional intelligence in teenage girls is higher than in male students.

The first hypothesis of the study was confirmed. The second hypothesis was partially confirmed. We did not note significant gender differences in the development of emotional intelligence and its components. Changes in the emotional sphere of girls, although they exist, are more quantitative than qualitative. No statistically significant changes in the values of the general indicators of emotional intelligence or its components were found among boys. Boys' intelligence does not develop without special training. Thus, empirical research confirmed the need for targeted development of emotional intelligence and its components in adolescence, taking into account existing gender differences in the emotional sphere of students. When designing programs for the development of emotional intelligence, it is necessary to take into account social stereotypes, cultural norms and role expectations that exist in a particular group of students.

Discussion and Conclusion

Conducted studies show that emotional intelligence is a set of skills to recognize, understand and manage a person's emotional state. Emotions are perceived as regulators of an individual's activity and behavior at different age stages, but the mobilizing or, conversely, disorganized effect of emotions, which dominates the effectiveness of activity, manifests itself in adolescence. The emotional sphere of students is characterized by high emotional excitability and obvious interdependence with the features of interpersonal communication. Thanks to the conducted research, ideas about the specificity of emotional intelligence and gender differences during student life have been added.

It has been established that specific manifestations of an individual's emotional intelligence

in students are expressed in a low level of self-motivation, a tendency to develop empathy, a weak expression of the ability to understand one's own emotions and the emotions of other people, and an active desire to manage the emotions of others.

Gender differences in the emotional intelligence of an individual in students have been empirically determined. It has been proven that during student life, the indicators of emotional intelligence differ significantly in groups of boys and girls. Boys understand and manage their emotions more, have a higher level of self-control [Andreyeva, 2008; Jaabbarov et.al., 2018; Jabbarov,2023].

Girls demonstrate the ability to understand and manage the emotions of people around them. The results obtained can be used to understand the main aspects of psychological support for adolescents who experience certain difficulties in choosing behavioral patterns.

Expanding the understanding of the features of the manifestations of emotional intelligence in students will allow the practitioner to use various methods in the process of organizing counseling and correctional and developmental work. Building an individual trajectory to support the development of emotional intelligence in students, taking into account gender differences, will help optimize a person's life path at different age stages. Currently, there is no convincing evidence that emotional intelligence can improve the professionalism of education based on emotional intelligence. It is recommended that every curriculum leader who wants to apply emotional intelligence-based education to teaching communication skills tread carefully.

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