

## Emotional intelligence in University students' gender differences

### Inteligencia emocional en estudiantes Universitarios diferencias de género

ALONSO-ALDANA, Ruth<sup>†\*</sup>, FLORES-REYES, Alfonso, TOLANO-GUTIÉRREZ, Helga Karina and GAYTÁN-MARTÍNEZ, Zulema

*Universidad Tecnológica del Sur de Sonora. Dr. Norman E. Borlaug Km 14. Cd. Obregón, Sonora. México. C.P. 85095*

ID 1<sup>st</sup> Author: *Ruth, Alonso-Aldana* / ORC ID: 0000-0003-3684-1613, Researcher ID Thomson: X-7041-2018, arXiv Author ID: ralonso\_1, CVU CONACYT ID: 616258

ID 1<sup>st</sup> Coauthor: *Alfonso, Flores-Reyes* / ORC ID: 0000-0001-6396-7890, Researcher ID Thomson: X-4785-2018, arXiv Author ID: aflores, CVU CONACYT ID: 798430

ID 2<sup>nd</sup> Coauthor: *Helga Karina, Tolano-Gutiérrez* / ORC ID: 0000-0002-3848-8115, Researcher ID Thomson: W-2091-2018, arXiv Author ID: ktolano, CVU CONACYT ID: 436643

ID 3<sup>rd</sup> Coauthor: *Zulema, Gaytán-Martínez* / ORC ID: 0000-0003-4280-6064, Researcher ID Thomson: X-7119-2018, arXiv Author ID: zgaytan, CVU CONACYT ID: 899737

DOI: 10.35429/JSR.2019.16.5.1.7

Received June 10, 2019; Accepted November 29, 2019

#### Abstract

The objective of the present quantitative study was to know the difference in the level of emotional intelligence of the university students to establish possible socialization strategies in emotional competencies. The participants, selected through a non-random sampling, were 40 students of the Higher University Technical level, 15 women and 25 men, with ages between 18 and 22 years. The Trait Meta Mood-Sacale self-report test (TMMS24) was applied. The data was analyzed with the statistical program Spss 24 and the Pearson correlation test. The results show that there is no correlation between gender and emotional intelligence, but in females there are adequate levels of attention and emotional clarity and low emotional regulation, while men have low levels of attention and emotional clarity but high levels in emotional repair; also globally, women present a greater level of emotional intelligence, in relation to men. It concludes that there is a need to have comprehensive training in the curriculum that encompasses academic knowledge and emotional competences, because the development of emotional intelligence in students helps to shape full human beings and valuable workers.

Emotional intelligence, Students, Gender

#### Resumen

El objetivo del presente estudio cuantitativo, fue conocer la diferencia en el nivel de inteligencia emocional de los alumnos (as) universitarios para establecer posibles estrategias de socialización en CE. Los participantes, seleccionados a través de un muestreo no aleatorio, fueron 40 estudiantes de nivel Técnico Superior Universitario, 15 mujeres y 25 hombres, con edades entre 18 y 22 años de edad. Se aplicó el test de autoinforme Trait Meta Mood- Sacale (TMMS24). Los datos se analizaron con el programa estadístico Spss 24 y la prueba de correlación de Pearson. Los resultados muestran que no hay correlación entre género e inteligencia emocional, pero en las féminas existen niveles adecuados en atención y claridad emocional y bajos en su regulación emocional, mientras que los hombres, presentaron niveles bajos en la atención y claridad emocional pero altos en reparación emocional; también de manera global, las mujeres presentan un mayor nivel de inteligencia emocional, con relación a los varones. Se concluye sobre la necesidad contar en el currículo con una formación integral que abarque conocimientos académicos y competencias emocionales, porque el desarrollo de la inteligencia emocional en los (as) alumnos (as) ayuda a forjar seres humanos plenos y trabajadores valiosos.

Inteligencia emocional, Estudiantes, Género

**Citation:** ALONSO-ALDANA, Ruth, FLORES-REYES, Alfonso, TOLANO-GUTIÉRREZ, Helga Karina and GAYTÁN-MARTÍNEZ, Zulema. Inteligencia emocional en estudiantes Universitarios diferencias de género. Journal of Social Researches. 2019. 5-16: 1-7

\* Correspondence to Author (email: ralonso@uts.edu.mx)

† Researcher contributing first author.

## Introduction

In recent decades, the challenges of the global economy demand that all countries acquire creative and innovative tools to adapt and prosper. For this, it is necessary to increase innovation and creativity, including the entrepreneurial spirit and the integral development of people, from an international perspective, with effective work teams, in continuous training process, increasing the value of emotional skills, because The increase in competitive pressures gives a significant role to motivated, creative, initiative, optimistic and willing to overcome difficulties and conflicts, and ability to work in a team (Palomares & Serrano, 2016).

In relation to the above, there have been significant changes in the teaching-learning process to favor a comprehensive training of students through the development of their knowledge, skills and abilities from the cognitive, social, physical, moral and emotional fields. It has evolved from an educational model focused on the transmission of knowledge to another based on the acquisition and development of skills.

This concept of competence implies the ability to adapt to a constantly changing reality and integrate successfully in different contexts, for which an appropriate management of emotions is required. Therefore, the development of Emotional Competencies (EC) in the education classrooms from basic level to higher level acquires special relevance (Sánchez, 2019).

CE is understood as “the set of knowledge, skills, abilities and attitudes necessary to understand, express and properly regulate emotional phenomena” (Bisquerra & Pérez, 2007, p.8). These competences can be grouped into five dimensions: emotional awareness, emotional regulation, personal autonomy, interpersonal intelligence and life and wellness skills (Bisquerra & Pérez, 2007, cited in Martínez, 2019). The domains of the EC among students’ favour, among other aspects, the learning process, interpersonal relationships and problem solving (Bisquerra & Pérez, 2007; Fernández & Extremera, 2005, cited in Martínez, 2019).

The EC is based on the Emotional Intelligence (IE) construct, adding other emotional and social attributes (Bisquerra, Pérez and García, 2015, cited in Martínez, 2019). EI is conceived as an intelligence based on the adaptive use of emotions in a way that helps the individual in solving problems and facilitates adaptation to the surrounding environment in an effective way (Grewal & Salovey, 2005, cited in Martínez, 2019).

Goleman (1995), defines EI as the ability to know and manage emotions, control motivation, recognize the emotions of others and manage social skills. The same source indicates that the components of emotional intelligence are: emotional self-knowledge, self-regulation, self-motivation, empathy or the recognition of the emotions of others and social skills.

According to Chaux, Lleras & Velásquez (2004), the EC emphasizes as an important part of citizen education, in addition to cognitive skills; These CEs are summarized in the ability to recognize and master one’s emotions, empathy or ability to feel what the other feels and identify the emotions of others. Being competent in managing emotions allows the human being to feel good, be calm and transmit it when interacting with others; It also allows the resolution of conflicts, decision making assertively and, therefore, problem solving (Ariza, 2017).

The EC constitutes the set of skills, knowledge and attitudes that a person possesses to understand, express, regulate, enhance and promote their EI to be a dignified person in a holistic and ecological way; and live responsibly and peacefully. This conceptualization also introduces a basic element to consider: the context. That is, time and place condition the EC and the way they are applied in the context in which they live. Along these lines, in order to analyse the basic characteristics of an emotionally competent person, the need arises to consider the socio-cultural context and personal experiences as key pillars; as well as the self-motivation and the potential of each individual. Therefore, a competent professional is the one who knows and regulates their own knowledge processes, both cognitively and emotionally, and can make strategic use of them, adjusting them to the specific circumstances of the problem or situation. That faces. (Palomares & Serrano, 2016).

## Problem Statement

Previously, it was considered that the socio-affective area was a subject of the private life of the student, so the institution and teachers should concentrate on disciplinary and professional training, consequently, the problems of attrition and failure, was due to the lack of intellectual capacity, interest or discipline in the study of the disciple (González, Pech & Zavala, 2016).

These ideas have been changing on the one hand, in the light of the psycho-pedagogical approaches of the new educational paradigm centred on the student and on the other, by the processes of globalization that impact on local economies, on the deepening of social gaps, in the high competitiveness and instability in the labour market that exert pressure on young people that translate into: stress, disenchantment and uncertainty regarding the meaning of their effort and what their future work will be (Fernández - Berrocal, Salovey, Vera, Ramos, and Extremera, 2003, cited in González et al., 2016).

Education must prepare for life, that is, all education aims at human development. The inclusion of CE in university higher education would help fulfil this purpose (Macaya & Navarrete, 2016). Emotional education proposes the development of CE. Emotional education is conceived as an educational process, continuous and permanent, which aims to enhance the development of emotional competences as an essential element of the integral development of the person, in order to enable them for life (Bisquerra, 2003).

In the educational framework, emotional education focuses on promoting the need to create feelings for one's own well-being and that of others. For example, by generating joy, feeling it and transmitting it to students, EI will be educated and, therefore, for life. That is, the emotional school is the one that works not only through what parents or teachers say or do directly, but also in the models they offer when managing their own feelings and emotions. Consequently, to feel empathy for another person, you must first know your own, because the more your own feelings are mastered, the better you can understand those of others (Ruíz Palomares 2014, cited in Rodríguez, 2017).

It is proven that people with high levels of EI promote flexible reasoning, the ability to extend repertoires of action and integration, preference for the varied rather than the rigid (Mayer and Salovey, 1997; Morales and LópezZafra, 2013, cited in Suriá, 2019) and, with this, they favour in the person the tendency to understand and help the other through solidarity behaviours, which would imply a better social integration (Buenrostro et al., 2012; Salovey et al., 1995, cited in Suriá, 2019).

Keep in mind that the EC is one of the most difficult to acquire. A normal student in an algebra subject can learn to solve equation problems, but to automate the regulation of impulsivity in situations of anger and prevent violence, years of training are needed. This is one of the challenges of emotional education: dedicate the necessary dose, could be weekly sessions of 45-60 minutes, during a course (Bisquerra 2011).

One of the main reasons to promote the EC at the higher level are the students. The human being is the union between cognitive, affective, social and cultural. The pre-conditions of the disciple, habits, social environment outside the educational Institution, his self-concept and the individual motivations that each one has; both when entering the University, and the one that he maintains during his stay in it, are reasons to develop the emotional education that will have an impact on the psychological well-being of the students, on their quality of life, impacting in a way positive in their social relations, in their incorporation in higher education and in the development of their future profession (Macaya & Navarrete, 2016).

The previous investigations originated the elaboration of this work, in terms of the fact that it is the university students who are self-evaluating the EC that they have, and that will be contemplated in the future, for the elaboration of training programs and manuals to train to the student in the relevant skills. Considering that the detection of CE in university students helps to develop training programs and manuals, the following problem arises:

- What is the difference in the level of emotional intelligence of university students to establish possible socialization strategies in CE?

Therefore, this work has the following objective:

- Know the difference in the level of emotional intelligence of university students to establish possible socialization strategies in CE.

## Method

### Sample

The present study was worked with a quantitative approach method during the period September-December 2018, the sample chosen for convenience through a non-random sampling, was formed by 40 students of Higher University Technical Level (TSU), First and Fourth quarter of the Industrial Processes (PI), Marketing (MKT), Mechatronics (MA), Aeronautical Manufacturing (MAMP), Automotive After Sales Service (SPA), Industrial Maintenance (MI), Information Technology (IT) educational programs. The total was 40 participants, 25 men and 15 women. Age ranges from 18 to 22 years old.

### Instrument

The Trait Meta Mood-Sacale self-report test (TMMS24) was applied a reduced version and adapted by Fernández-Berrocal, Extremera and Ramos (2004). The instrument is made up of 24 items and a Likert scale of 5 points: 1) nothing agrees, 2) something agree, 3) strongly agree, 4) strongly agree and 5) totally agree. Evaluate three key dimensions in Emotional Intelligence: emotional attention, related to the ability to feel and express feelings adequately; emotional clarity, linked to the ability to understand emotional states and emotional repair, oriented to the ability to recover emotional states correctly.

### Procedure

The application of the instrument was group in the classroom and answered individually, without time limit. The instructions given were: mark with an X the degree of agreement or disagreement with each of the statements about emotions and personal feelings; it was clarified that there were no right or wrong answers, good or bad and that the results would be used for research purposes.

## Analysis of data

Data processing was performed in the Statistical Package for Social Sciences [SPSS] # 24.

## Results

The results obtained show the means, minimum and maximum of the components that were evaluated in the TMMS-24, comparing them by gender. It can be seen that, in females, the means are greater in emotional attention (3.45) and emotional clarity (3.52), while, in men, the highest average was in emotional repair (3.79). (Table 1).

	Gender					
	Male			Female		
	M	Min	Max	M	Min	Max
Emotional Attention	3.06	1.25	4.38	3.45	2.63	4.75
Emotional Clarity	3.44	1.88	4.50	3.52	2.38	4.88
Emotional Repair	3.79	2.00	4.75	3.67	2.88	4.88

**Table 1** Descriptive analysis of attention, clarity and emotional repair by gender

Also, table 2 shows a Student t test for independent samples to know if there are differences between the groups of women and men in terms of emotional intelligence. The results obtained are the same presented in table 1.

Variables	Male (n= 40)	Female (n= 40)	t	p
Emotional Attention	3.06	3.45	1.79	.08
Emotional Clarity	3.44	3.52	.30	.75
Emotional Repair	3.79	3.67	-.49	.62

**Table 2** Mean values to contrast differences in emotional intelligence by gender

In Table 3, descriptive analyses are reported globally for the emotional intelligence variable, in order to compare values by gender. It was observed that there is a small difference (male M = 3.43; female M = 3.55), with females having a higher level of emotional intelligence.

	Gender					
	Male			Female		
	M	Min	Max	M	Min	Max
Global emotional intelligence	3.43	2.33	4.21	3.55	2.67	4.71

**Table 3** Global IE descriptive analysis, by gender

Likewise, the correlations between the gender variable and the components that were evaluated in the TMMS-24 were calculated, and it was found that there is no correlation (Table 4).

Variables	1	2	3	4
Gender	-			
Attention	-.14	-		
Clarity	-.13	.25	-	
Repair	-.01	.10	.62	-
Global emotional intelligence	-.13	.59**	.85**	.77*
p < .05*; p < .01**				

**Table 4** Correlations between gender, attention, clarity and emotional repair

## Discussion and Conclusions

The objective of this work was fulfilled: To know the difference in the level of IE of university students to establish possible socialization strategies in CE.

According to the results, in the means of the components of the TMMS-24, the levels of those of the females are higher in attention and clarity, on the other hand, the men throw higher values in emotional repair; according to Aquino, (2003; Argyle, 1990; Hargie, Saunders, and Dickson, 1995; Lafferty, 2004; Tapia and Marsh II, 2006; Trobst, Collins, and Embree, 1994, cited in Del Rosal, Dávila, Sánchez, & Bermejo, 2016), that women tend to be emotionally more expressive than men, have a greater understanding of emotions and tend to show greater ability in certain interpersonal skills: they better recognize emotions in others and are more perceptive and empathic.

On the other hand, men are attributed abilities such as courage, stress control, independence, etc., skills related to the control of affections, therefore, they are able to regulate more quickly, instead women are classified as depressive, anxious, sentimental, and other connotations near lack of emotional control (Suberviola, 2014).

Regarding the global difference between IE and gender, the results show that females have a slightly higher level of IE, compared to men, in this regard, Feingold (1994, cited in López, 2016), states that the emotional life and emotional traits of men and women are different.

Other studies show that women usually have an advantage over men in various skills implicit in EI, such as the perception of emotions, the regulation of emotions in others or the satisfaction and perceived support (Ciarrochi, Chan and Bagjar, 2001, cited in López, 2016). Research reveals gender differences in the way of dealing with emotional situations and, in particular, in the use of personal strategies to manage negative emotions (Stanton, Kirk, Cameron and Danffo-Burg, 2000; Thayer, Newman and McClain, 1994, cited in López, 2016).

Other studies that have used the TMMS the differences found are based on the fact that women pay more attention to their emotions, comparing them with men, they perceive themselves more skilled in understanding their emotions, while men do so in relation to impulse control and stress tolerance (Salovey et al., 1995; Fernández et al., 2004, Fernández and Extremera, 2003, cited in Estrada, et al., 2016). However, Palacios and Cañari (2019) point out that there are no significant differences in EI between men and women; they also found that university students have a very high level of IE.

EI opens up a promising panorama to recover the humanistic dimension of education in the face of the demands of the 21st century world, where more and more people seem to be reified, falling into frequent states of confusion, aggression, intolerance, stress and depression. EI plays an important role in the educational context and, especially, in the influence it has as a determinant of academic success and social adaptation of students (González, et al., 2016).

Although EI carries a series of emotional competences directly related to gender roles (Sánchez, Fernández-Berrocal, Montañes and Latorre, 2008, cited in López, 2016), the relationship between gender and EI is not clear, It is necessary to deepen this research line (Petrides, Furnham and Martin, 2004; Salovey, 2006, cited in López, 2016). Bisquerra & Pérez (2007); Fernández & Extremera (2005) consider unanimous that the development of EI favours various aspects among which the learning process, interpersonal relationships, problem solving, among others stand out, since it increases a more adequate adaptation to the context and favours a coping with the circumstances of life with a higher probability of success (Bisquerra, 2005).

EI in the case of university students (as) is very important because it will allow these young people who are in the process of training, to attend the development of CE to achieve professional success and in their personal life (Estrada, et al., 2016).

It is recommended to design a psychoeducational strategy focusing on the development of the EC of university students preparing them for life with a view to success in professional development, that is, to endow each person and each gender of the competences and skills that allow it to cover the deficiencies that the regulated education system and the non-formal scope has created in them (Suberviola, 2014).

It is important to mention that the academic life of the disciples does not only revolve around the intellectual capacity of the student, which has always been associated with academic performance; but in forming happy people, mentally healthy, with an adequate IE, that pose challenges, capable of solving problems and knowing how to negotiate situations of daily life (Rodríguez, 2017).

In the future it is suggested, expand the sample and analyse the relationships between the variables evaluated in this work.

## References

Ariza M. L. (2017). Influencia de la inteligencia emocional y los afectos en la relación maestro-alumno, en el rendimiento académico de estudiantes de educación superior. *Educación y Educadores*, 20(2), 193-210. DOI: 10.5294/edu.2017.20.2.2

Bisquerra, R. (2003). Educación Emocional y Competencias Básicas para la Vida. *Revista de Investigación Educativa*, 21(1), 7-43. Recuperado en: <http://revistas.um.es/rie/article/viewFile/99071/94661>

Bisquerra, R. (2005). La educación emocional en la formación del profesorado. *Revista Interuniversitaria de Formación del Profesorado*, 19(3), 95-114. Recuperado en: <https://www.redalyc.org/pdf/274/27411927006.pdf>

Bisquerra, R. & Pérez, N. (2007). Las competencias emocionales. *Educación XX1*, (10) 61-82. Recuperado en: <http://www.redalyc.org/articulo.oa?id=70601005>

Bisquerra, R. (2011). *Educación Emocional Propuesta para Educadores y Familias*. España: Desclée de Brouwer.

Chaux, E., Lleras, J. & Velásquez, A. (2004). Competencias ciudadanas: de los estándares al aula, una propuesta de integración a las áreas académicas. Bogotá: Ediciones Uniandes.

Del Rosal, I., Dávila, M., Sánchez, S., & Bermejo, M. (2016). La inteligencia emocional en estudiantes universitarios: diferencias entre el grado de maestro en educación primaria y los grados en ciencias. *International Journal of Developmental and Educational Psychology*, 2 (1), 51-61. Recuperado en: <http://www.redalyc.org/articulo.oa?id=349851777006>

Estrada, E., Moysén, A., Balcazar, P., Garay, J., López, M., Villaveces, C., Gurrola, G., (2016) Inteligencia emocional en estudiantes universitarios mexicanos. XVII Congreso Virtual Internacional de Psiquiatría. Del 1 al 29 de febrero de 2018. Recuperado en: <https://psiquiatria.com/bibliopsiquis/inteligencia-a-emocional-en-estudiantes-universitarios-mexicanos/>

Fernández, P. y Extremera, N. (2005). La inteligencia emocional y la educación de las emociones desde el modelo de Mayer y Salovey. *Revista Interuniversitaria de Formación del Profesorado*, 19(3), 63-93. Recuperado en: [http://emotional.intelligence.uma.es/documentos/pdf61modelo\\_de\\_mayer\\_salovey.pdf](http://emotional.intelligence.uma.es/documentos/pdf61modelo_de_mayer_salovey.pdf)

Goleman, D. (1995). *La inteligencia Emocional*. México: Javier Vergara.

González, L., Pech S. J., & Zavala, M. A. (2016) Competencias emocionales en estudiantes Universitarios. Un estudio de caso entre México y España. Congreso Mesoamericano de Investigación UNACH. Vol. 3. 362- 366. Recuperada en: [http://www.dgip.unach.mx/images/\\_REVISTA\\_CONGRESO\\_UNACH\\_2016\\_.pdf](http://www.dgip.unach.mx/images/_REVISTA_CONGRESO_UNACH_2016_.pdf), Volume: 3

López, S. (2016) Regulación emocional y género: Un estudio exploratorio con estudiantado de grados feminizados. Tesis de Licenciatura en Psicología. Universitat Jaume. España. Recuperado en: [http://repositori.uji.es/xmlui/bitstream/handle/10234/161877/TFG\\_Lopez%20Usero%2C%20Sandra.pdf?sequence=1&isAllowed=y](http://repositori.uji.es/xmlui/bitstream/handle/10234/161877/TFG_Lopez%20Usero%2C%20Sandra.pdf?sequence=1&isAllowed=y)

Macaya X. & Navarrete L. (2016) Implementar la educación emocional como asignatura electiva en carreras de ciencias de la salud. *Revista de Educación en Ciencias Salud*. 13(1) 50- 54. Recuperado en: <https://dialnet.unirioja.es/servlet/articulo?codigo=6289267>

Martínez, A (2019) Competencias emocionales y rendimiento académico en los estudiantes de Educación Primaria. *Psychology, Society, & Education*, 11(1), 15-25. Doi 10.25115/psye.v10i1.1874

Palacios M. A. & Cañari M. D. (2019) Comprensión de textos e inteligencia emocional en los estudiantes universitarios de Huancayo *Horizonte de la Ciencia*, 9(16), 85-98 DOI: <https://doi.org/10.26490/uncp.horizonteciencia.2019.16.475>

Palomares, A. & Serrano I. (2016) Influencia de las Competencias Emocionales y Financieras en la Formación Universitaria. *Formación Universitaria* 9(5), 25-36 Doi: 10.4067/S0718-50062016000500004

Rodríguez, D. (2017) Contribución de las competencias emocionales a mejorar la calidad del rendimiento académico. *Revista Científica de FAREM-Estelí. Medio ambiente, tecnología y desarrollo humano*. (24) 27-39. [doi.org/10.5377/farem.v0i24.5550](https://doi.org/10.5377/farem.v0i24.5550)

Sánchez, A. M. (2019). Competencias emocionales y rendimiento académico en los estudiantes de Educación Primaria. *Psychology, Society, & Education*, 11(1), 15-25. Doi 10.25115/psye.v10i1.1874

Suberviola I. (2014) Consideraciones Sobre La Coeducación Emocional Bajo La Perspectiva De Gender. Ponencia de congreso. 3er Multidisciplinary International Conference on Educational Research. Segovia, España. 3 y 4 Julio. Recuperado en: <http://amieedu.org/actascimie14/wp-content/uploads/2015/02/iratxe.pdf>

Suriá, R. (2019). Conducta prosocial de los estudiantes hacia la discapacidad y relación con la inteligencia emocional. *Siglo Cero*, 50 (1), 27-41 DOI: <http://dx.doi.org/10.14201/scero20195012741>