

## PalArch's Journal of Archaeology of Egypt / Egyptology

### Gender in relation to Emotional Intelligence and Spiritual Intelligence among under graduates

*Dr.Guneet Kaur Cheema<sup>1</sup>, Ms.Mangla Bhardwaj<sup>2</sup>*

<sup>1</sup>Former assistant professor , rayat bahra university,mohali

<sup>2</sup>Research scholar, department of sociology, panjab university chandigarh

**Dr.Guneet Kaur Cheema, Ms.Mangla Bhardwaj: Gender in relation to Emotional Intelligence and Spiritual Intelligence among under graduates -- Palarch's Journal Of Archaeology Of Egypt/Egyptology 17(9). ISSN 1567-214x**

#### ABSTRACT

Gender depicts the social and cultural role of boy and girl within a societal construct. It varies from society to society and the role of gender is not permanent in nature and it can be changed. It is socially constructed and comprises of the characteristics of men and women such as norms, roles, and relationships between group of men and women. Further, motivating and for managing the emotions well in ourselves and in our relationships is the hour of the need. Emotionally intelligent person is the one who understands ones emotions better, develops self-control and confidence. So, in order to have peace of mind one must know to manage his emotions. In Indian context, spirituality revolves around myths and idol figures which are understood by the people in majority. Spirituality is not necessarily be related with religion. Both religious and non-religious identities may or may not be spiritual in nature. It is a process of discovering one-self and a positive learning. Further, it helps to know oneself better and what we actually want from life. Sample of the study consists of 300 undergraduates of Punjab University in Chandigarh. Through random sampling technique 150 males and 150 females were selected for the investigation. The findings of the study reveal that higher the scores of emotional intelligence, higher are the scores of spiritual intelligence. Hence, the person who is spiritually intelligent remains calm during the time of crises and is able to manage his emotions well

#### 1. Introduction

Gender is a common term which is socially constructed which is frequently used by everyone. It refers to the responsibilities which are associated with being a male or female and also the relationship between men and women. It

can be referred to roles that are expected from both men and women as a part of society. Further, it refers to the features which pertain to and differentiate between masculinity and femininity. These may include biological differences as well. In most of the structures of the society gender is considered to be binary in nature i.e. boys/men and girls/women. The ones who are outside this group are considered to be non-binary. Sex is biological difference between boy and girl; on the other hand gender is social differences constructed by the cultural differences in the society. Gender is one of the main elements of social stratification in the society. It brings discrimination, inequality and marginalization in the society. In India, boys are given more importance than girls. The birth of a boy is celebrated whereas the birth of a daughter is mourned. Different treatment is meted to boys and girls. There are traditional expectations of masculinity and femininity on the bases of which biasness and prejudices can be seen among them. Gender may play a role in managing the emotions of an individual as if a person faces biasness, he or she may get offended. Further, if the emotions are managed through spiritual thoughts, the person will be far successful in his life. (Rao, C. N. Shankar.1997)

## **2. Gender**

Gender refers to the role expected to be played by men and women in the society. Generally, in an Indian society, boys are expected to be strong and fierce whereas girls are expected to be timid and reserved. These behavioural expectations are made by the society and culture. It brings inequality in the society. Gender depicts the social and cultural role of boy and girl within a societal construct. It varies from society to society and the role of gender is not permanent in nature and it can be changed. It is socially constructed and comprises of the characteristics of men and women such as norms, roles, and relationships between group of men and women. In some societies, gender role are rigid than others. For example, the decision making and the financial responsibility is expected from man. On the other hand rearing children and home making is expected from woman. It is also seen that men and women are still playing their traditional roles, the tasks that were previously assigned to them by the society. According to WHO, "Gender refers to the roles, behaviours, 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." Food and Agricultural Organization (FAO) refers Gender as "the relations between men and women, both perceptual and material. Gender is not determined biologically, as a result of sexual characteristics of either women or men, but is constructed socially. It is a central organizing principle of societies, and often governs the processes of production and reproduction, consumption and distribution."

Moreover, differences can be seen in gender stereotypes and gender roles across the globe. These are changing with time. Gender roles depict the learned behaviour. For instances, blue is considered as colour for boys and pink for girls. These roles also depict the disparities in society. For example, girls are

considered weaker than boys and these disparities are constructed by the society. (Thind.2004).

### 3. Emotional intelligence

Emotional intelligence can be referred to as the ability to control ones feelings and understand others emotions. It is an intelligence that guides ones actions and thinking. Daniel Goleman(2009) defines emotional intelligence as the capacity of recognizing feelings of oneself and others. Further, motivating and for managing the emotions well in ourselves and in our relationships. Emotionally intelligent person is the one who understands ones emotions better, develops self-control and confidence. So, in order to have peace of mind one must know to manage his emotions. Through emotional intelligence, one is able to find the source of emotions. It is being said that role of intelligence in someone's success is 20% and rest 80% is due to emotional intelligence. The person who is emotionally intelligent can do a given task easily and successfully. One should be emotionally intelligent to be decisive and happy in life. It has a vital role in maintaining and understanding inter and intra relationships among the human beings. Good inter-personal relations are very important to live a peaceful life and to be successful. (Engelberg, E.& Sjoberg, L. 2004).

The Mayer and Salovey (2004)refer emotional intelligence as perceiving an emotion, Use of emotion for the facilitation of thoughts, to manage the thoughts and to inter-relate each other. Emotional intelligence makes one capable of managing emotions in a positive way so as to release stress, have empathy with others, overcome challenges in life, and communicates effectively to resolve conflicts. It also helps to build strong relationships and thereby succeed in personal and professional life. Hence, it makes your intention into action.

Emotional intelligence has commonly four attributes. a) **Self-management** – It helps a person to manage emotions in a healthy and a better way. The person adjusts with the changes in life effectively and has control over feelings. b) **Self-awareness** – It helps in recognition of the emotions and feelings. The person is able to analyse his strengths and weaknesses. c) **Social awareness** – It helps in understanding the emotions of others. A person is able to understand the needs and feelings of others. Thereby, it increases the empathetic attitude and understanding of power dynamics of the society d) **Relationship management** – It helps the person to manage relationships effectively. The person is able to communicate and express in a better way. It also aids in inspiring others and resolve conflicts in the relationships. (Goleman.2004)

Therefore, it can be said that the smartest people who are successful and fulfilled in life are emotionally very intelligent. It is believed that one's Intelligent Quotient can help one to get into the academic success but it's the emotional quotient that helps to manage stress and emotions while facing the final challenges.

#### 4. Spiritual Intelligence

Spiritual intelligence of a person is basically focussed on his spiritual philosophy. Mostly, it is observed that a particular group or class follows a common spiritual philosophy. This spiritual philosophy and teaching is based on spiritual realities.(Griffiths, 2012)

In terms of religious themes, the spiritual intelligence can be private or secret which could be related to their belief system or with their religious philosophies. The concept of karma or reincarnation basically depends upon our higher consciousness and this may also be considered as one of the domain of spiritual intelligence.

In Indian context, spirituality revolves around myths and idol figures which are understood by the people in majority. Spirituality is not necessarily be related with religion. Both religious and non-religious identities may or may not be spiritual in nature. It may or may not be affected by religious orientation. It is a process of discovering one-self and a positive learning. Further, it helps to know oneself better and what we actually want from life. It leads to rationality and helps to understand other person's beliefs and also develops spiritual connection with others. Thus, it can be considered as a journey in which a person gains better connectivity with himself and others. (Shabani et.al.2010)

Though, spirituality stays inside each and every person but the level differs from person to person. Each person has their own meaning of spirituality. Everyone has their own belief system that assumes spirituality in varied forms. It can be affected by religious, cultural or social background of the person. In some people's point of view they themselves do not considered to be spiritual as they have more religious bent of mind and few may consider spirituality and religious as one. Spirituality may vary in terms of depthness like an emotion. It is a belief of a person that there is a power which is bigger than him. It revolves around morality, level of emotions, cognitive power, inter and intra personal skills. It is a different kind of development in human which helps to adjust better in all spheres of life. Spirituality helps a person to spread love to his surroundings. It makes a person less judgemental and empowers one to make better choices and live in harmony with self and others. The level of spirituality can be increased by following these ways regularly. Spirituality gives us a gift of compassion, integrity and higher state of consciousness. It is soul's intelligence to adapt better in the environment. It develops a sense of sacredness and love which enables us to lead a balanced life. It makes us to believe in the existence beyond the materialistic world. It makes us realise to believe in our intuitive powers as it also focuses on the power of manifestation. With spirituality, a person has a power to change his reality as it makes life better and it enables the person to face consequences of his own actions. Hence, it gives purpose to one's life, broader the limits, question the norms and rules and give real meaning to one's life. (Jeloudar,Roslan& Mohammad.2011)

## 5. Review of the literature

**Cabello et. al.** (2016) investigated and analysed the emotional intelligence in a cross sectional sample of adult from Spain. MSCEIT scale was used to measure emotional intelligence. In the study, the researchers investigated the effects of gender and the ability of emotional intelligence. The findings revealed that emotional intelligence of women is more than men. In terms of age, the younger and the older adults have low ability of emotional intelligence. Further, the results indicated that both gender and age have influence on the ability of emotional intelligence.

**Alenzi** (2016) aimed to know the level of spiritual intelligence and the difference between gifted students and non-gifted students. 556 male students and 226 female students were selected for the sample of the study from the schools. The study revealed that the level of spiritual intelligence was high in case of gifted students. Further, there exists no significant difference in terms of gender in both gifted and non-gifted students.,

**Singh** (2016) studied the effect of emotional intelligence and gender on job satisfaction of primary school teachers. 300 primary school teachers were taken as sample for the study. The findings revealed that there exists significant positive relationship between emotional intelligence and job satisfaction. Further, job satisfaction can be predicted through management and maturity of emotions. Also, emotional intelligence levels do affect job satisfaction of primary school teachers. There exists no significant difference between gender and level of job satisfaction.

**Fischer**(2018) study was based on a sample of 5000 respondents. The emotional sensitivity of participants was investigated. Both males and females were equally sensitive to the levels of stimulus intensity. In a study, broad range of models and stimuli were used. Intensity models in different mediums were showing emotions of six types. In that study, non-target emotions were strongly taken by men than women.

**Pant and Srivastava**(2019) studied the impact of spiritual intelligence and gender and educational background on mental health among college students. The study examined the level of spiritual intelligence and mental health and also the relationship between spiritual intelligence and mental health. In terms of gender and their educational background, 300 college students were selected through purposive sampling technique. The findings revealed that spiritual intelligence and mental health is significantly co-related among the art students and science students. Further, results revealed that there exists no significant difference in terms of spiritual intelligence among male and female students. Also, there exists no significant difference in terms of mental health among male and female students.

## 6. Objective

To study the gender in relation to emotional intelligence and spiritual intelligence among under graduates.

### HYPOTHESIS

There exists no significant relationship of gender with emotional intelligence and spiritual intelligence among under graduates.

**7. Methodology**

Methodology immensely enriches the research study. It means to select the sample from the general population, collection of data, applying the research tools and the statistical techniques and finally the interpretation of the data. Hence, a scientific investigation is applied to the research problem.

Descriptive research method is employed in the present study. Descriptive study describes the present status of the phenomena so as to get the general conclusions which are based on the facts. It emphasises on the detailed description of the present phenomena. With the help of the data, present conditions are justified so that future intelligent plans are made to improve them.

Sample of the study consists of 300 undergraduates of Punjab University in Chandigarh. Through random sampling technique 150 males and 150 females were selected for the investigation. A questionnaire was distributed amongst them by the researcher. Researcher followed the appropriate guidelines and instructions mentioned in the research tool.

**STATISTICAL TOOLS:** P Roqiya Zainuddin and Anjum Ahmed. Emotional Intelligence Test (EIT–ZA) (This test consists 30 items in five dimensions — I. self-awareness, II. self-regulation, III. motivation, IV. empathy, V. social skill. It was standardized on 600 Students of Undergraduate & Post Graduate.)

K. S. Misra. Spiritual Intelligence Scale (SIS–MK) This scale consists 42 items. It was administered on High School to P.G. class students

**STATISTICAL TECHNIQUES:**

The Pearson product-moment correlation coefficient was used to analyse the data.

**8. Analysis and interpretation:**

SPSS 16 was used to analyse the data.

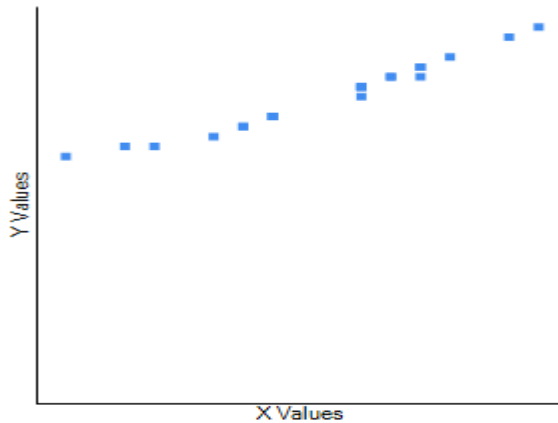
**Female Correlations**

		Emotional intelligence	Spiritual intelligence
<b>Emotional intelligence</b>	Pearson Correlation	1	.987**
	Sig. (2-tailed)		.000
	N	25	25
<b>Spiritual intelligence</b>	Pearson Correlation	.987**	1
	Sig. (2-tailed)	.000	
	N	25	25

**Female Correlations**

		Emotional intelligence	Spiritual intelligence
<b>Emotional intelligence</b>	Pearson Correlation	1	.987**
	Sig. (2-tailed)		.000
	N	25	25
<b>Spiritual intelligence</b>	Pearson Correlation	.987**	1
	Sig. (2-tailed)	.000	
	N	25	25

\*\* . Correlation is significant at the 0.01 level (2-tailed).



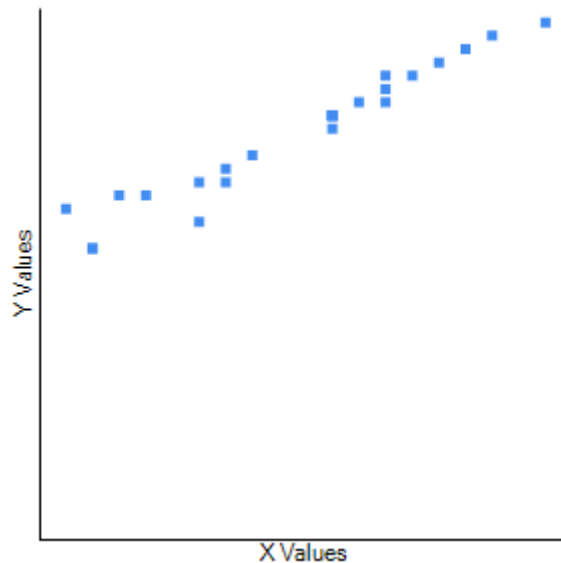
The value of R is 0.987

From the above table and figure, it can be interpreted that there is a strong positive correlation, which means that high emotional intelligence scores go with high spiritual intelligence scores (and vice versa).

**Male Correlations**

		Emotional intelligence	Spiritual intelligence
<b>Emotional intelligence</b>	Pearson Correlation	1	.976**
	Sig. (2-tailed)		.000
	N	25	25
<b>Spiritual intelligence</b>	Pearson Correlation	.976**	1
	Sig. (2-tailed)	.000	
	N	25	25

\*\* . Correlation is significant at the 0.01 level (2-tailed).



The value of R is .976

From the above table and figure, it can be concluded that there is a strong positive correlation, which means that high emotional intelligence scores go with high spiritual intelligence scores (and vice versa).

## 9. Conclusion

So, in the end we can say that as emotional intelligence is ability to regulate one's emotions. Further, spiritual intelligence is the state of higher consciousness. The findings of the study reveal that higher the scores of emotional intelligence, higher are the scores of spiritual intelligence. Hence, the person who is spiritually intelligent remains calm during the time of crises and is able to manage his emotions well. Further, the person remains successful most of the time in his life. The results also revealed that the correlation of both boys and girls with emotional intelligence and spiritual intelligence are quite close. Hence, we can say that gender has no role in acquiring emotional and spiritual intelligence

## References

- Alenzi, S. A. (2016). Spiritual intelligence and the differences among gifted and non-gifted students, according to gender and class level. *American journal of educational research*, 4(15), 1086-1095.
- Boyras, G., Zhu, Y., & Waits, J. B. (2019). Avoidance coping and academic locus of control as mediators of the relationship between posttraumatic stress and academic achievement among first-year college students. *Anxiety, Stress, & Coping*, 32(5), 545-558. doi:10.1080/10615806.2019.1638681
- Cabello, R., Sorrel, M. A., Fernández-Pinto, I., Extremera, N., & Fernández-Berrocal, P. (2016). Age and gender differences in ability emotional



- intelligence in adults: A cross-sectional study. *Developmental Psychology*, 52(9), 1486-1492. doi:10.1037/dev0000191
- Engelberg, E., & Sjöberg, L. (2004). Emotional intelligence, affect intensity, and social adjustment. *Personality and Individual Differences*, 37(3), 533-542. doi:10.1016/j.paid.2003.09.024
- Fischer, A. H., Kret, M. E., & Broekens, J. (2018). Gender differences in emotion perception and self-reported emotional intelligence: A test of the emotion sensitivity hypothesis. *PLOS ONE*, 13(1), e0190712. doi:10.1371/journal.pone.0190712
- Goleman, D. (1995). *Emotional intelligence; why it can matter more than IQ*. New York: Bantam Books.
- Goleman, D. (2009). *Working with emotional intelligence*. A&C Black.
- Griffiths, R. (2012) *The Spiritual Intelligence Paradigm. The relationship between post-materialist science and spiritual intelligence.*, R. (2012). *The Spiritual Intelligence Paradigm. The relationship between post-materialist science and spiritual intelligence*. U.S.
- Improving emotional intelligence (EQ). (2020, April 16). Retrieved from <https://www.helpguide.org/articles/mental-health/emotional-intelligence-eq.htm>
- Jeloudar, S. Y., & Yunus, A. S. (2011). Exploring the relationship between teachers' social intelligence and classroom discipline strategies. *International Journal of Psychological Studies*, 3(2). doi:10.5539/ijps.v3n2p149
- Monfared, M. G., & Naderi, F. (2015). Relationship between religious attitude, optimism, spiritual intelligence and mental hygiene of post-graduate students of Islamic Azad University Tehran science and research branch. *Mediterranean Journal of Social Sciences*. doi:10.5901/mjss.2015.v6n6s1p208
- Noopur, & Kulshrestha, I. (1989). *Women status and school education*. New Delhi: Sterling.
- Pant, N., & Srivastava, S. K. (2017). The impact of spiritual intelligence, gender and educational background on mental health among college students. *Journal of Religion and Health*, 58(1), 87-108. doi:10.1007/s10943-017-0529-3
- Salovey, P., Brackett, M. A., & Mayer, J. D. (2004). *Emotional intelligence: Key readings on the mayer and Salovey model*. National Professional Resources/Dude Publishing.
- Shabani, J., Hassan, S. A., Ahmad, A., & Baba, M. (2011). Moderating effect of age on the link of emotional intelligence and mental health among high school students. *International Education Studies*, 4(2). doi:10.5539/ies.v4n2p82
- Shabani, J., Hassan, S. A., Ahmad, A., & Baba, M. (2010). Age as moderated influence on the link of spiritual and emotional intelligence with mental health in high school students. *Journal of American Science*, 6(11), 394-400.

- Shankar Rao, C. N. (2004). *Sociology of Indian society*. New Delhi: S.Chand and Co.
- Singh, B. (2016). Effect of emotional intelligence and gender on job satisfaction of primary school teacher. *European Journal of Educational Research*, 5(1), 1-9. doi:10.12973/eu-jer.5.1.1
- T. Ravikumar, T. R., & V. Dhamodharan, V. D. (2011). Relationship among emotional intelligence, spiritual intelligence and psychological resilience of corporate executives in India. *Indian Journal of Applied Research*, 4(8), 349-352. doi:10.15373/2249555x/august2014/88
- Thind, Satinderjit, Jaiswal, & Susma. (2004). Gender bias in education among rural Sikhs of Punjab. *Journal of education planning and administration*, 1, 49.
- WHO. (2019, June 19). Retrieved from <https://www.who.int/health-topics/gender>