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Gender Differences in Teaching Literature Through an Emotional Intelligence Model

Samira Dishari 🖾 💿 1, Mohammad Awad AlAfnan 🖾 💿 2*

	Abstract
Article History Article Submission 12 December 2022 Revised Submission 08 January 2023 Article Accepted 07 March 2023	This 12-week experimental study examines the relationship between emotional intelligence (EI) scores and gender in an effort to clarify the persistent generalization that males are less emotionally intelligent than girls. The intervention program's curriculum that was introduced to 87 grade 11 male and female Lebanese students included four literary short stories with three levels of analysis: informational, conceptual, and ESL. Characters, emotional intelligence abilities, and attributes were analyzed at the last level of analysis. At the start of the program and following therapy, the participants took the Shutte Social Emotional Intelligence Test (SSEIT). The study did not reveal any appreciable variations between genders in this regard. Males and females were almost equally emotionally intelligent. It is advised that, in addition to gender, the relationship between emotional intelligence and academic success be explored in order to uncover any correlations that may benefit students in their studies. The study found that EQ scores improved for both sexes after the intervention, but there was a small but significant difference in mean EQ scores between males and females after the intervention. This indicates that teaching literature using an emotional intelligence paradigm has a statistically significant impact on the emotional intelligence EQ scores of males and females as indicated by the Shutte Social Emotional Intelligent Test. Keywords: Emotional Intelligence; Emotional Social Learning (ESL); Secondary Education-Academic Success; Shutte Social Emotional Intelligence Test (SSEIT); Gender

¹Assistant Professor, Liberal Arts Department, American University of the Middle East, Kuwait, Eqilah, Samira.Dischari@aum.edu.kw

^{2*}Assistant Professor, Liberal Arts Department, American University of the Middle East, Kuwait, Eqilah, Mohammad.al-afnan@aum.edu.kw

Introduction

The real goals of teaching and learning are to lead students toward academic progress, more achievements, and eventually future success. In order for our kids to acquire a level of formal achievement, it is our responsibility as educators to teach academic subjects. Our presumption is that students will be successful once they have mastered the subject (Doty, 2001). Academic performance is determined by pre-established criteria, not by state tests, which have been the main focus of recent initiatives to reform education. Prove to be insufficient contributors to real success. In other words, a student's academic record no longer relies on a grade or score to predict future success. Instead, it is believed that other factors significantly influence scholastic and occupational success.

Many scientists, educational psychologists, and neurologists have tried to comprehend what elements, aside from a high IQ, may be potential predictors for career success or personal fulfillment. The definition of intelligence has been broadened overall. The conventional definitions and measuring tools for evaluating intelligence have been severely questioned in light of this expanding study. These latest studies and their conclusions have given educators and decisionmakers new, wider, and more in-depth perspectives to consider when formulating plans to improve students' success. This necessitated a flourish to discover the best curriculum and to enhance the creation and delivery of instruction.

This flourishing led to the birth of numerous learning theories that took different types of intelligence into consideration. The concept of emotional intelligence is one among them. Strong arguments that say improved emotional intelligence may have a favorable impact on the chances of both personal and professional success are what continue to fuel both popularity and research. To adequately educate kids for real-world issues, we need to move beyond the traditional, "limited" understanding of intelligence that places an emphasis on verbal and mathematical IQ and other more "academic" qualities (Bar-On, 1997; Cooper & Sawaf, 1997; Goleman, 1995; Mayer & Salovey, 1997; Salovey & Mayer, 1990).

So, what is emotional intelligence? Despite the many definitions of intelligence and the many ways that have been proposed and developed to measure it, questions about what intelligence is and how it can be measured continue to challenge researchers, practitioners, and the general public (Gottfredson, 1998; Bar-On, 2004; Mayer & Salovey, 1997; Goleman, 1995; Caruso, 2008). EQ just like IQ presents a controversy that is supported by its own contention arguments regarding the influence of genetics, the environment, nature versus nurture, and culture (Gottfredson, 1998; Stein & Book, 2000).

According to Harrod and Scheer (2005), almost all emotional intelligence research focused on adults, and its relevance to adolescent populations needed to be investigated. Their research focused on the demographics of 16 to 19-year-olds in relation to the Bar On EQ-i: YV. Age, place of residence, or emotional intelligence were not found to be significantly correlated. On average, females did outperform males in terms of emotional intelligence, and it was discovered that emotional intelligence scores grew along with the education levels of the parents (mother and father). Future studies linking emotional intelligence to demographic data are recommended by the authors because they believe that this information may shed light on the emotional and social development of adolescents. However, as almost all emotional intelligence (Harrod & Scheer, 2005).

Correlational research is utilized in this study in order to examine whether EQ scores are moderated by gender. This study aims to contribute to the understanding of emotional intelligence as it occurs in adolescents-males and females-as measured by the Assessing Emotions Scale (SSEIT) which is a 33-item self-report inventory focusing on typical emotional intelligence. The Assessing Emotions Scale or as it will be called in this research SSEIT attempts to assess characteristics, or traits of emotional intelligence. The research study includes a convenience sample, which ultimately consisted of a total of 87 male and female grade 11 students in two private schools in Lebanon. Data concerning participants were collected from the administration of both schools. The experimental group was invited to take the SSEIT an instrument that is used to measure emotional intelligence twice (pre and post-intervention). They received an ESL program as treatment.

This study strives to provide an answer to the below research question:

Is there a statistically significant difference in the emotional intelligence EQ scores of females as reported by the Shutte Social Emotional Intelligent Test (SSEIT) and males as a result of teaching literature through an emotional intelligence model?

Literature Review

The words "emotion" and "emotional" have Latin and Old French roots, respectively. According to a dictionary search, the Latin word "emovere" means to move or displace, while the Old French word "exmovoir" means to stir up. Things happen because of emotions because they don't mislead or distort. The essence of emotions is that they prompt us to act (effective and adaptive action). Emotions don't get in the way of making good decisions; they're actually essential and crucial for all successful decisions (Caruso, 2008).

Traditional views claimed that emotions and logical thought were incompatible, that emotions get in the way of rational reasoning, and that they make it harder to solve problems. More current models show that there may be a useful and even advantageous interplay between emotions and useful problem-solving and cognitive capacities as more modern academics continue their investigations in this area. In their papers, a lot of neurobiologists and psychologists now stress how crucial it is to combine these two branches of psychological study. The emotional centers of the brain are intricately interwoven with the neocortical areas involved in cognitive learning. When a child who is trying to learn is caught up in a distressing emotion, the centers for learning are temporarily hampered (Zins et al., 2004). According to anatomical theory, the Limbic System, which is located in the lower and middle regions of the brain, is where emotions are thought to be processed. The Neocortex and other brain regions are together referred to as "the thinking brain," while this system is frequently referred to as the "emotional brain".

The Expression of Emotion in Man and Animals, the earliest known essay (work) by Charles Darwin on the significance of emotional expression for survival and adaptation, was published in 1872. (Mayer, Salovey & Caruso, 2000). This book is arguably the most thorough investigation and written depiction of emotional expression. Animals need emotions to exist and thrive, according to Darwin (1872). He also held the view that human mental processes can be divided into three categories: motivation, emotion, and cognition. Basic motives, such as those triggered by physical states or demands like hunger, thirst, sociability, or sexual desire, make up the first category of the triangle. The second category of the triad is emotions, which appear to have developed in animals to alert them to environmental changes and help them adapt to them in order to survive. Motivations are less malleable than emotions. The third element is cognition, which is less malleable than emotions is made possible by cognition. Memory, learning, and problem-solving are all aspects of cognition. The three parts of Darwin's (1872) "triad" can be combined to provide a more all-encompassing concept of personality or social process.

The history of study on emotional intelligence has been relatively sparse in comparison to the substantial corpus of work on cognitive intelligence. The body of knowledge about emotional intelligence is still developing and maturing. The development of emotional intelligence during the past century can be summarized as follows: From 1900 to 1970, intelligence and emotions were viewed as distinct, unrelated fields; from 1970 to 1990, there was preliminary research on emotional intelligence; from 1990 to 1993, concepts based on that research began to emerge; from 1995 to 1997, emotional intelligence gained popularity; and from 1998 to the present, there has been an explosion of emotional intelligence research and its potential applications in a variety of contexts.

The conventional view of human intelligence was put to the test in the 1980s by Sternberg's (1985) tribrachic theory of intelligence. "Mental activity geared toward purposeful adaptation to selection and shaping of real-world settings relevant to one's life" is how he characterized intelligence. Sternberg separated intelligence into three categories:

- Componential
- Experiential

Practical

The analytical ability that the componential component of intelligence is linked to is important in being able to dissect issues and recognize solutions that are not frequently observed. The experience element is linked to synthetic giftedness, as demonstrated by creativity, intuition, and an interest in aesthetics. The ability to adapt to a situation is referred to as the practical or contextual component of intelligence, which is connected to practical giftedness. Practically gifted people use adaptation, molding, and selection to make the perfect fit between themselves and their surroundings (Sternberg, 1985).

Gardner (1983) argued that a broader perspective was required to comprehend intelligence and offered a multiple intelligence model that encompassed 8 different types of intelligence. Gardner (1983) did not include the concept of emotional intelligence in this approach. Instead, he recommended the ideas of intrapersonal and interpersonal intelligence, which provide emotional intelligence a theoretical grounding. Interpersonal intelligence is the capacity to comprehend the feelings and intentions of others, while intrapersonal intelligence is the capacity to understand one's own emotions (Gardner, 1983).

According to Goleman (1995), emotional intelligence is a set of five skills that comprises the capacity for self-control, self-awareness, motivation, social competence, and empathy. Self-control skills allow people to moderate or refocus impulsive emotions. Self-awareness is the capacity to identify and comprehend one's own emotions, impulses, and the influences of those emotions on the emotions and conduct of others. Motivation is the enthusiasm for working toward goals with vigor and persistence for reasons other than monetary gain or social prestige. Understanding other people's emotions and knowing how to respond to them appropriately are two characteristics of empathy. Finding common ground with others, establishing rapport, networking, and successfully managing relationships are all made possible by social skills (Figure 1).



Figure 1. Goleman's Social Intelligence Theory (Adapted from Howell, 2010)

While Salovey and Mayer's (1990, 1997) work helped to hone and systematize the construct of emotional intelligence, Goleman's (1995) work helped to popularize emotional intelligence among academics and practitioners. The perception and expression of emotion, the management of emotion, and the utilization of emotion are the three main components of emotional intelligence, according to Salovey and Mayer (1990). The ability to recognize one's own and other people's emotions, as well as to verbally and nonverbally communicate one's own feelings, is referred to as the appraisal and expression of emotion. The ability to retain positive affect and prevent negative affect as well as control and modify the affective reactions of others is referred to as emotion regulation. The ability to plan flexibly, spark original thought, divert attention, and inspire joyful emotions are all examples of the ability to use emotion. Later, Mayer and Salovey (1997) improved

the concept of emotional intelligence and addressed its four sub-constructs:

- · Perceiving emotions (Reflective regulations of emotions)
- · Using emotions to facilitate thinking
- Understanding and analyzing emotions
- Managing emotions

Reflective regulation of emotions refers to the ability to manage emotions in oneself and others by moderating negative emotions and enhancing pleasant ones. Understanding and analyzing emotions and employing emotional knowledge refers to the ability to interpret the meanings emotions convey, understand complex feelings, and recognize likely transitions among emotions. Emotional facilitation of thinking refers to the ability to direct attention to important information, change perspective from optimistic to pessimistic, and encourage consideration of multiple points of view. Finally, perception, appraisal, and expression of emotion refers to the ability to identify self and others' emotions, express emotion accurately, and discriminate the accurate and inaccurate, or the honest versus dishonest expression of feelings (Mayer & Salovey, 1997) (Figure 2).



Figure 2. Mayer & Salovey Model

To treat EI, it is necessary to establish a relationship between intelligence and emotion (Mayer, Salovey & Caruso, 2004). The historical foundations of emotional intelligence emerged from times of IQ testing, such as the Terman scale (1920) and the Binet-Simon scale, which tended to emphasize logical skills, to more holistic frameworks incorporating various bits of intelligence, including personal, social, and multiple intelligences. Terms like IQ, SQ, EI, EQ, personal intelligence, emotional literacy, emotional competency, and inter-and intrapersonal intelligence have all emerged from the literature on intelligence (Dulewicz & Higgs, 2000). Table 1 gives a summary of this background information.

Timeline	IQ	SQ/SI	Multiple	EQ/EI
1900s	Binet-Simon Scale			
1920s	Terman Scale			
1940s				
1960s				
1980s		Thorndike		Bar-On
2000s		Sternberg	Gardner	Goleman Salovey/Mayer

Table 1. The cognitive, social, multiple, and emotional intelligence movement timeline

In fact, a central tenet of ideas on emotional intelligence is that emotions affect one's capacity

for thought (Goleman, 1995; Salovey & Mayer, 1990) and that people view their surroundings through an emotional prism that affects how they perceive and respond to experiences (Damasio, 1994). Thus, differences in cognitive ability alone cannot fully account for intra-species heterogeneity in intelligence.

Emotional Intelligence and Gender

There is virtually little data on how gender affects emotional intelligence. There have been few studies examining the relationship between gender and emotional intelligence, and those have tended to concentrate on the likelihood that one gender will typically perform better on a given test (Bar-On, 2000; Mayer, Caruso & Salovey, 1999) as opposed to how emotional intelligence differs between the sexes. The majority of the study on gender has been conducted on adults and is generally inconclusive.

150 teenagers in Chandigarh, India were the subject of a 2005 study by Katyal and Awasthi to see if there were gender-based differences in emotional intelligence. Participants (75 boys and 75 girls) took the Codaty Emotional Intelligence Test, and a t-test was employed to look at gender differences. The three levels of emotional intelligence measured by the Codaty Emotional Intelligence Test are poor, good, and excellent. Compared to boys, fewer girls (20% vs. 26.66%, respectively) received low scores. Boys and girls both scored in the good range, although more females (64% vs. 61.33%) did. Similar to the previous finding, more girls (16% vs. 12%) were found to have higher emotional intelligence than boys. Despite the fact that girls consistently outperformed boys in test scores, no statistically significant disparities were discovered.

In single administration settings with children and youth aged 7 to 18, Bar-On (2000) discovered some statistically significant gender differences across the five categories of emotional intelligence. In both the intrapersonal (F[1, 9164] = 19.78, p .001, Eta2 = .003) and interpersonal (F[1, 9164] = 48.49, p .001, Eta2 = .003) dimensions, females outperformed males. However, it was discovered that males scored substantially higher than females on the adaptability dimension (F[1, 9164] = 4.36, p .04, Eta2 = .01). It has tiny effect sizes. The general mood and stress management scores showed no discernible changes.

The debate that follows examines whether gender has an impact on emotional quotient (EQ) generally and determines whether women have higher emotional quotients than men. This is done by examining any statistically significant difference in EQ between high school male and female students utilizing quantitative data.

Methodology

Within this study, there are two research designs. One involves ex post facto analysis of relationships between male and female scores on an emotional intelligence test. In the second, treatment groups that received an intervention-a curricular component and training in emotional intelligence were subjected to a quasi-experimental design.

The purpose of this research is to address the below research question:

RQ: Is there a statistically significant difference in the emotional intelligence EQ scores of females as reported by the Shutte Social Emotional Intelligent Test (SSEIT) and males as a result of teaching literature through an emotional intelligence model?

The following statistical studies will examine the following Hypothesis in both its affirmative and negative forms.

HA: There is a statistically positive difference score of EQ scores as measured by SSEIT among females of the experimental group subsequent to the intervention phase.

HO: There is no statistical difference between females' and males' EQ scores of the experimental group post-intervention phase.

Population and Sample

In Mount Lebanon, the study was carried out in two private schools (Canadian School and Beirut International School). The researchers' desire to compile a homogeneous sample is what led them to exclude public schools. Both schools use the same national curricula and have students who are from middle social classes (Table 2).

Throughout a 12-week period, students attended a conventional face-to-face lesson once a week for two periods. The course also featured debates, oral presentations, classroom projects, and discussions. The intervention program did not offer grades. 87 traditional-age male and female grade 11 students were divided into 4 sections for the study. Students in the study were enrolled in a section that met for a 1-week regular term either on Tuesday for school A and Thursday for school B from 11:00 a.m. to 12:20 p.m. or from 8:00 a.m. to 9:30 a.m.

Table 2. Demographic characteristics of the sample $(N = 87)$										
Participants	Gender	Frequency	Cumulative percent							
Experimental	Female	46	50.3 %							
	Male	41	49.7 %							

Table 2. Demographic characteristics of the sample	(N = 8	37)
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The percentages for each category and a description of the demographic information are given below. Table 2 has information that is more detailed. 50.3% of women and 49.7% of men made up the experimental sample. The sample's mean age was 16.0 years old, with a range of 15 to 17 years.

Instrumentation

A 33-item self-report survey concentrating on standard emotional intelligence is called the Shutte Social Emotional Intelligent Test (SSEIT) Scale. On a five-point scale, respondents rank themselves on the items. The test takes an average of five minutes per respondent (Table 3).

Item numbers 5, 28, and 33 are reverse-coded to determine the total scale scores, which are then totaled. Higher scores indicate more recognizable emotional intelligence. Scores can vary from 33 to 165. According to these factors, the subscales' items are as follows (Ciarrochi et al., 2001):

Perception of Emotion (items 5, 9, 15, 18, 19, 22, 25, 29, 32, 33);

Managing Own Emotions (items 2, 3, 10, 12, 14, 21, 23, 28, 31);

Managing Others' Emotions (items 1, 4, 11, 13, 16, 24, 26, 30);

Utilization of Emotion (items 6, 7, 8, 17, 20, 27).

Table 3. Interpretation of SSET scores

Score	Interpretation
130+	Markedly High (well-developed emotional and social capacity)
120-129	High (extremely well-developed emotional and social capacity)
90-119	Average (well-developed social and emotional capacity)
80-89	Low (underdeveloped emotional and social capacity)
70-79	Very Low (extremely underdeveloped emotional and social capacity, with considerable room for improvement)
Under 70	Markedly Low (atypically impaired emotional and social capacity)

Three-Phase Study

The study was structured into three phases: the first phase (pre-intervention) looked at the gender and emotional intelligence test results for the initial 87 participants from two high schools. A quasi-experimental design involving the experimental group was used for the second phase (the intervention). Along with the regular curriculum, the experimental group also received readings, group activities, and movies that included emotional intelligence elements. The third phase (postintervention) involved adjusting for the post-test results using an ANCOVA and analyzing the participants' post-test evaluations in emotional intelligence as determined by the SSEIT.

Phase One (Pre-Intervention)

The first phase of the study included every student from the two institutions. All of them underwent SSEIT. At this point, the study looked at the relationship between gender and the pretest assessment score of the EQ evaluated by the SSEIT.

The study's subsequent phase looked at how the two groups were affected by the treatment. For the 87 participants in the 4 classes, the alpha was set at p .05, with an effect size of .15 and a power of .80. The homogeneity of groups with equal variance not assumed for the independent samples t-tests was also determined, along with the statistical significance of the intervention, using SPSS.22.

Phase Two (Intervention)

The special ESL curriculum was selected as the treatment program because it offers a natural access point to studies of emotional intelligence in the field. It was connected with English and language arts and used literary works to foster emotional intelligence traits through character analysis. It may also encourage pupils to choose between potential solutions or foresee outcomes of scenarios as they read. In a literary setting, students have the opportunity to study, analyze, and argue character leadership and behavior. Basic studies of short stories and how they simulate society were covered in this course. The primary skill addressed was comprehension.

The experimental group's students received a standard summary of the Introduction to English Literature course material, the syllabus, and a list of expected results on the first day of class. Students were made aware that two sections in each of the two schools (experimental group) had been chosen as research teams looking into the impact of emotional intelligence on their academic development.

Through a PowerPoint presentation and worksheets, the experimental group received instruction on emotional intelligence and its many components (Intervention I). Additionally, all students got the chance to see Greed, an ABC News program hosted by John Stossal, and the famous commercial movie *Wall Street* in 1987. The "robber barons" Vanderbilt and Rockefeller, as well as contemporary business moguls Bill Gates and Ted Turner, are among the business titans that Stossal focuses on in the documentary. Students had the chance to name and talk about particular facets of emotional intelligence that might have influenced their success or notoriety.

The intervention (Intervention II) involved implementing different facets of emotional intelligence in the literature class. During the study of English literature, students considered the characteristics of significant characters and how they related to the emotional intelligence skills of independence and self-regard. Students were also encouraged to reflect on actual real-life events and utilize their knowledge of emotional intelligence traits to identify appropriate behaviors and suggest better ones.

Program Framework

A selection of literature lessons that are typically taught in lower secondary courses in Lebanon served as the framework for the social-emotional learning program. Yet, this program has undergone certain changes to facilitate the practice of emotional intelligence skills. It is separated into informational, conceptual, and ESL domains. The first domain concentrates on the three lower levels of Bloom's Taxonomy, the second on the higher-order cognitive skills, and the third deals with emotional intelligence concepts identification of individual development, increased understanding, and valuing of individual differences to enhance the capacity to work effectively with others.

Behavioral Objectives: At the end of the unit, the trainee will be able to:

- · Demonstrate an ability to use more emotional words.
- Recognize the strategies for emotional self-regulation in different situations.
- Demonstrate an understanding of empathy.

• Demonstrate an understanding of Emotional Intelligence as measured by the Emotional Intelligence Self-Assessment taken at the beginning and the end of the training.

Phase Three (Post-Intervention)

To determine whether there was a positive (or negative) link between the second emotional intelligence scores during the third phase (post-intervention), the researchers examined the data from all the kids who participated in both schools (post-SSEIT and gender). This study aims to find out whether students who took the SSEIT's emotional intelligence test in experimental groups saw an improvement in their results following the intervention.

The assessment was given in a classroom, and manual scoring was used. Students used the code numbers that researchers had provided to them to identify themselves. In addition, participants were asked to specify their genders. It is expected that every student provided accurate information about their names and genders. All of the research participants completed the EQ test (SSEIT) twice: once in the first month of lessons and once more in the last week of the study (12-week period).

The order of the statistical procedures employed will appear in the following order:

(1) Descriptive statistics also referred to as summary statistics were provided for the purpose of showing the variation in estimated means and standard deviations for each dependent and independent variable across the sample.

(2) Paired T-test was used to find a correlation between pre and post-results.

(3) An independent T-test was used to test if there is a statistically significant difference between males and females for pre-intervention EQ scores.

The variables for this study included the attribute variable of gender and the treatment variable (ESL Lit program).

Results and Discussion

Firstly, a descriptive analysis of the distribution of EQ scores was carried out in an effort to identify differences between the means of the EQ scores of the experimental group's males and females. The EQ test SSEIT was administered during the pre-intervention phase in February. The identical exam was given in June during the post-intervention phase. The descriptive statistics for EQ for both genders are shown in Table 4. The pre-intervention data for the experimental group reveal essentially identical results in EQ scores for females and males.

Table 4. Describing statistics of BO for both temates and mates bre-intervention	Table 4. J	Descriptive	statistics of E0) for both	females and	males	pre-interventio
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	Gender	Ν	Mean	Std. Deviation	Std. Error Mean
Pre-intervention EQ-	F	46	98.89	12.004	1.770
Experimental group	М	41	98.37	11.445	1.787

The mean EQ scores after the post-intervention phase were Experimental M = 107.4 (SD = 10.6).

The SSEIT EQ scores, however, were once more all in the average range. The means of scores after intervention ranged from 97.8 to 107.43. However, they were all considered to be average (Table 5).

	Gender	Ν	Mean	Std. Deviation	Std. Error Mean
Post-intervention EQ-	F	46	100.57	10.569	1.558
Experimental group	Μ	41	100.33	10.571	1.651

Table 5. Descriptive statistics of EQ for both females and males post-intervention

We use the t-independent test to test if there is a statistically significant difference between males and females for pre-intervention EQ scores.

Upon comparing the means of two populations females and males in the experimental group in the pre-intervention phase the Sig. (2-tailed) = 0.835 > 0.05. So, there is no significant difference in mean EQ scores between males and females in pre-intervention (Table 6).

Tuble 0. I independent rest of EQ for both females and males pre-intervention

Levene's Test	
for Equality of	T-test for Equality of Means
Variances	

		F	Sig.	Т	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Cor Interva Differ	nfidence l of the rence
									Lower	Upper
Pre- intervention	Equal variances assumed	.651	.422	.208	85	.835	.525	2.522	-4.490-	5.541
EQ- Experimental group	Equal variances not assumed			.209	84.600	.835	.525	2.515	-4.476-	5.527

In testing, if there is a statistically significant difference between males and females for postintervention EQ scores for the experimental group the following results were obtained (Table 7).

	i	Levene for Equ Varia	vene's Test c Equality of T-test for Equality of Means Variances							
		F	Sig.	Т	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Con Interval Differ	fidence of the ence
									Lower	Upper
Post- intervention	Equal variances assumed	.018	.893	•375	85	.709	.851	2.270	-3.663-	5.365
EQ- Experimental group (A+B)	Equal variances not assumed			.375	83.859	.709	.851	2.270	-3.664-	5.366

Table 7. T independent Test of EQ for both females and males post-intervention

In the pre and post-test, both the males and the females achieved Sig. as 0.000.05 significant difference. In other words, after the session, their EQ scores both improved. However, Sig. (2-tailed) = 0.709 > 0.05 was needed to indicate who had the superior gain in the independent samples test. As a result, there is no discernible difference in the post-intervention mean EQ ratings between males and girls. A paired t-test was performed on each gender separately to examine variance in each population. Tables 8, 9, and 10 present information pertinent to women, whereas Tables 11, 12, and 13 present information pertinent to men.

Table 8. Descriptive paired samples statistics female experimental group

	^	Mean	Ν	Std. Deviation	Std. Error Mean
Pair 1	Pre-intervention EQ	98.89	46	12.004	1.770
Pair 1	Post-intervention EQ	100.57	46	10.569	1.558

Table 9. Paired samples statistics female experimental group paired samples test

		Paired Differences				
					95% Confidence	
		Mean	Std. Deviation	Std. Error Mean	Interval of the	
				brav Error Froun	Difference	
					Lower	
Pair 1	Pre-intervention EQ Post- intervention EQ	-6.130	6.585	.971	-8.086	

Table 10. Paired female experimental group paired samples test paired samples test

Paired Differences	t	df	Sig. (2-tailed)
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		95% Confidence Interval of the Difference			
		Upper			
Pair 1	Pre-intervention EQ Post- intervention EQ	-4.175	-6.314	45	0.0001

As Tables 8, 9, and 10 shown, Sig (2-tailed) p-value is 0.0001 < 0.05. Therefore, we can say that there is a statistically significant difference between means of EQ scores among females in the experimental group.

In reference to males, Table 11 shows that male students also improved their EQ scores from 98.37 to 100.33.

	Table 11. Descriptiv	ve paired sam	ples statistics male e	xperimental gro	oup paired sat	nples statistics
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		Mean	Ν	Std. Deviation	Std. Error Mean
Doin 1	Pre-intervention EQ	98.37	41	11.445	1.787
Pair 1	Post-intervention EQ	100.33	41	10.571	1.651

|--|

		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
					LOWCI
Pair 1	Pre-intervention EQ Post- intervention EQ	-5.805	5.168	.807	-7.436

Table 13. Paired male experimental group paired samples test paired samples test

		Paired Differences 95% Confidence Interval of the Difference Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-intervention EQ Post- intervention EQ	-4.174	-7.192	40	0.0001

As the results demonstrate, there is no sampling error to account for the statistically significant difference in the means. In this instance, we may state that the means of EQ scores among the experimental group's male participants differ statistically significantly (Tables 11, 12, & 13). Thus, whereas Male students increased their overall EQ scores from 98.37 to 104.17, Female students showed a stronger gain from 98.89 to 105.02 (Tables 8, 9 & 10).

Due to intervention, the current study found a small difference in EQ levels between males and girls. The findings show that male students' overall EQ scores increased from M = 98.37 (SD = 11.044) to 104.17 (SD = 10.7).

Female students' average scores rose slightly from M=98.89 (SD=12.0) to 105.02 (SD=10.5). As a result, the affirmative hypothesis is disproved, and its null form was accepted. This indicates that teaching literature using an emotional intelligence paradigm has a statistically significant impact on the emotional intelligence EQ scores of males and females as indicated by the Shutte Social Emotional Intelligent Test (SSEIT).

The results presented here support the conclusions drawn by Mannarino et al. (1982). They selected almost twice as many males as girls for the sample in their research of high-risk kids, but there were no appreciable differences in the intervention. Similarly, Elias and Allen (1991) looked at the effects of social skill programs on third and fourth-graders and discovered no gender differences.

On the other hand, some studies have shown that social isolation increases the likelihood of illness and death for men more than it does for women in adulthood (Ciarrochi, Chan & Caputi, 2000; Fitness, 2001). Men are also thought to be better than women at accurately identifying and expressing emotions (Goleman, 1995a). There were no obvious gender disparities in the social skills training literature that was reviewed.

Marrone et al. (2002) used EQ to carry out a second investigation on the effect of an emotional intelligence program on gender. In comparison to their female counterparts, sixth-grade boys demonstrated a larger growth in their self-reported application of abilities, according to a means analysis. This conclusion may have been caused by the disparity in the beginning skills reported by the boys and girls, as the boys' much lower pretest scores provided more room for improvement.

Conclusion

The study found that EQ scores improved for both sexes after the intervention, but there was a small but significant difference in mean EQ scores between males and females after the intervention. This indicates that teaching literature using an emotional intelligence paradigm has a statistically significant impact on the emotional intelligence EQ scores of males and females as indicated by the Shutte Social Emotional Intelligent Test (SSEIT).

In addition to being utilized to update the current curricula, it is hoped that this research will serve to spark additional interest in the connection between emotional intelligence and academic accomplishment. A deeper knowledge of the role of emotions in learning should emerge as interest in emotional intelligence grows. This understanding should, ideally, lead to addressing the learner's affective domains as well as their cognitive and behavioral ones.

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