

EMOTIONAL INTELLIGENCE AND GENDER DIFFERENCE IN ELEMENTARY SCHOOL: A SYSTEMATIC LITERATURE REVIEW

Tria Monica¹, M Solehuddin², and Sudaryat N. Akhmad³

Universitas Pendidikan Indonesia

triamonica@upi.edu

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Abstract: Emotional intelligence refers to a person's ability to manage and control his emotions and to have the ability to control other people's feelings as well. The article is serving intelligence emotional and differences of gender in children age school basis. This article sheds light on how intelligence is. Dynamic views of gender will be discussed more further in the report. The paper used in the article is that a systematic literature review to examine journals from 7 databases of 150 journals is eight journals that meet the criteria to be identified by the study. The results obtained from this study show that there is a significant difference between the level of emotional intelligence of students based on gender.

Keywords: Emotional Intelligence, Gender, Systematic Literature Review, Elementary School

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INTRODUCTION

Topics intelligence emotional (EI) recently have aroused interest in extensive research and professionals health mental (Extremera & Berrocal 2006). A school essential is to design the context of the challenge for children (Ladd, 2004). Children child must learn to do various academic tasks, comply with regulations and bear responsibility classroom, learn how to interact with and accept the

¹ Universitas Pendidikan Indonesia, Indonesia; triamonica@upi.edu

authority of the teacher, and negotiate interaction socially with a group of great friends of the same age. Many studies development (Einsberg, 2006) have demonstrated that mastery of skills related to emotion, including the ability to control emotions, to empathize with the feelings of others, and use emotions as effectively to resolve the problem, help children to cope with the demands and challenges of school basic and associated with more substantial prosperity and results of academic which is good. Emotions hold a role important in the success of the relationship of individuals. Research Stocker and Dunn (Santrock, 2002) prove that children who are moody and have negative emotions will experience rejection more substantially than friends of the same age they are, compared with children who have emotional positive.

In this child's case, women and men differ in their ability, which is associated with emotions, which affects how they communicate and engage with others. Some results of the study showed women had been associated with intelligence, emotional and regulation of emotion and expression in general, both in terms of the expectations of social and evolutionary (Bjorklund & Kipp, 1996); (Shields, 2007) while men are usually associated with general and spatial intelligence (Furnham, 2000). Indeed, there is support for the benefit of women in deciphering the code cue emotions nonverbally (Brody & Hall, 2000) and communicating feelings, which are nonverbal (Hall, 1984). Women more sensitive to the feelings of others (Hall & Mast, 2008), is well to remember information that is full of emotions about other people (Bloise & Johnson, 2007), and has a vocabulary word that is more extensive for feeling (Fivush, Brotman, Buckner, and Goodman, 2000). The study of other states that women tend to get a score higher in tests of skills emotional than men (Extremera, Fernandez-Berrocal, & Salovey, 2006).

Researchers are interested in studying emotional intelligence in terms of gender differences in elementary school-aged children from some of these studies. Are there differences between the level of intelligence of students' emotions based on sex in children aged school? This study, using a systematic literature review as a basis for consideration in conducting this research.

Emotional Intelligence

Salovey and Mayer (1990) define EI as monitoring and regulating feelings to guide thinking and action through five essential competencies: self-awareness, self-regulation, motivation, empathy, and social skills. Goleman (1995) describes EI as an ability that is different and mutually complementary with the power of cognitive measured by IQ. EI is the capacity to recognize our own and other people's feeling to motivate and manage relationships we and ourselves our own. Goleman (1995), on the other hand, defines emotional intelligence as consisting of emotional awareness, dynamic management, motivation, empathy, and social skills. Goleman argues for a far more extensive definition than the construction of intelligence emotional than Mayer and Salovey (Roberts, Zeidner & Matthews 2001). (Salovey & Mayer, 2004) defines emotional intelligence as an individual's ability to recognize, use and express emotions; the individual's ability to include feelings so that it makes it easier for individuals to carry out the thought process; the individual's ability to understand emotions and knowledge about emotions; as well as the ability of individuals to regulate emotion to develop emotional and displays behavior that is by the demands of the environment.

Model intelligence's emotional latest, outlined by Goleman (2001), is the framework of four groups of ability that consists of 20 competencies. The commands are similar to the previous model but are now classified as self-awareness, self-management, social awareness, and relationship management. Motivation is included in the self-management group. Goleman concludes that inspiration comes from internal mechanisms rather than external sources. Intelligence emotions (Emotional Intelligence) affect the success of the child during the next. Therefore, aspects that can direct the thoughts and actions they are in life every day (Dulewicz & Higgs, 2004). According to (Golemen 2000) stated that the intelligence intellectual (IQ) only accounted for 20% of the success, while 80% is the contributing factor of the forces of the other, such as the intelligence emotional (EQ), the ability to motivate yourself alone, overcome frustration, controlling the urge liver, set the atmosphere of the liver (mood), empathy and the ability to work together.

METHOD

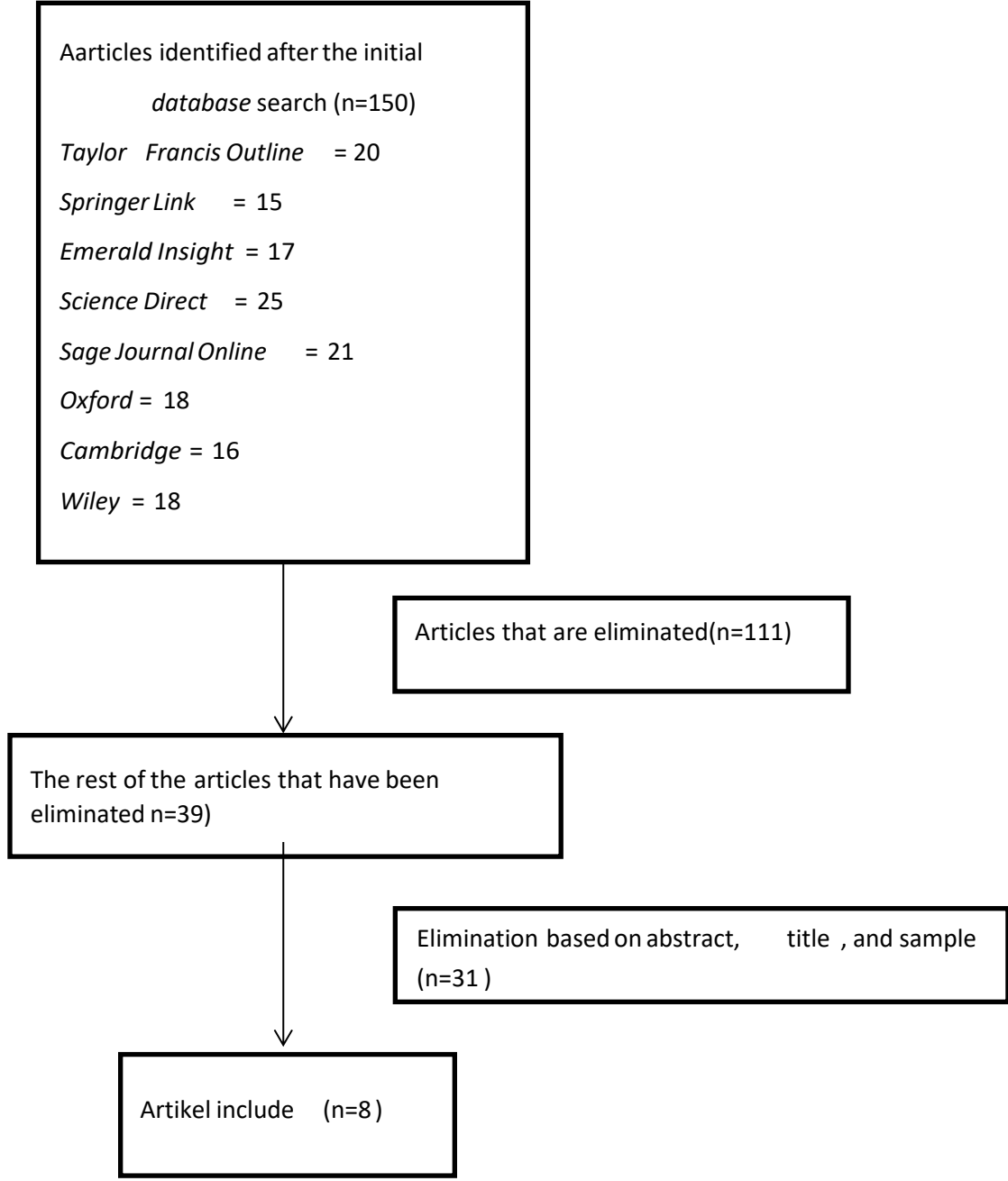
The method that is used in the research is that using a systematic literature review that will develop a case concerning the role of intelligence emotional in children on a school basis. This case is based on a comprehensive understanding of current knowledge of the topic under study. Review of the literature to synthesize knowledge related to the research question (Machi & McEvoy, 2016).

Literature Search

This article's literature search uses seven databases, namely Taylor Francis Outline, Springer Link, Emerald Insight, Science Direct, Sage Journal Online, Oxford, Cambridge, and Wiley. Searches were conducted contain "intelligence emotional" as the word key. The term in the title is obtained after reading the journals which have been obtained from databases. Also, a manual search of the list of references makes it possible to complete the database in which this article was created.

Inclusion and exclusion criteria

The articles are mentioned in the above included in the review if it meets the inclusion criteria following this. The criteria for inclusion are based on a sample of gender and age of primary school children. For standards that relate to health, work, and examples for teenagers or adults not included.



Picture 1. Diagram of The Study Selection Process

Data Extraction

After searching the beginning, 150 articles that could potentially meet the requirements

Identified: Taylor Francis Outline = 20, Springer Link = 1, Emerald Insight = 1, Science

Direct = 25, Sage Journal Online = 21, Oxford = 18, Cambridge = 16, and Wiley = 18. Elimination of duplicate gives 111 articles were relevant. At this stage, the title, abstract, and sample are filtered again to make them more relevant. Then eight articles can meet all the criteria.

FINDINGS AND DISCUSSIONS

Findings

Eight articles were included in the researchers' review and classified into the intelligence emotional and differences in gender. Study descriptions, EI assessment tools, and main findings are presented in Table 1.

Tabel 1. Studies on EI and Gender Difference

Study	Sample (N)	EI Scale	Examined variable	Statistic analyses	Summary of result
Stella and Maria (2011)	565 children (274 men and 286 women) aged between the age of 7 years and 12 years	TEIQue-CF	<ul style="list-style-type: none"> - Emotional Intelligence (EI) - Gender - Academic achievement - School behavior 	<ul style="list-style-type: none"> - the Guess Who peer assessment - the Peer-Victimization Scale - the Bullying Behaviour Scale 	<p>Independent sample t-test indicates gender that there is a difference $p < 0,01$, $d =$ significant ($t(558) = 2.67$, 0.23), with the children of wome score is higher than the child mal</p> <p>(M (female) = 3.65, SD = 0.45; - boy (Children boys) = 3.55, SD = 0.</p>
Stella et al. (2009)	140 children aged between 8 and 12 years (M = 9.26 years , SD = 1.00 years ; 63 children female)	TEIQue-CF	<ul style="list-style-type: none"> - Emotional Intelligence (EI) - Gender differences - non-verbal intelligence - academic achievement - emotion perception - peer-rated social 	<ul style="list-style-type: none"> - SPM - the guess who peer assessment - SST - ACES 	<p>Differences in gender are significant in nature EI ($t(138) = 22.29$, $p < .05$, $d = .41$), with the children of women who scored a score much higher than the children of men (M (female) = 3.55, SD = 0.31; M (male) = 3.40, SD = 0.43).</p>

			behavior and competence		
Stella et al (2008)	139 children (70 male and 69 female). All of them were between 11 and 12 years old.	TEIQue-CF	<ul style="list-style-type: none"> - Emotional Intelligence (EI) - Gender differences - verbal intelligence - academic achievement 	<ul style="list-style-type: none"> - SAT - NFER - MHV 	There was no gender difference in the EI score. trait [t (137) = 0.417, P> 0.05]. However, given the sample size, that is adequate, and the fact that it is not the difference of gender does not imply that the relationship constructs with external criteria is invariant gender and proceeds with analyzing a specific gender.
Pamela et al. (2000)	Seventy eight children (33 females, 45 males)	Ability Emotional Intelligen (AEI)	<ul style="list-style-type: none"> - Emotional Intelligence (EI) - Children Behavior 	Hierarchical Regression Analysis	The results support the idea of the children of women who are involved in the interaction that is more thorough (M = 94.90, SD = 3.39) than the children of men (M = 91.44, SD = 6.59; t (69.10, the same variance is not assumed) = 3.02, p = 0.004.
K. V. Petrides et al.	(83 girls and 77 boys)	TEIQue A SF	- Emotional	MANOVA by	There was no gender difference in the EI score.

(2006)	year six pupils from state primary schools		Intelligence (EI) - Children's Peer Relations	followed seven ANOVA Guess Who'Pe	properties , $t(158) = 0.40, p = 0.69$. Women receive more many nominations to be cooperative , $F(1,156) = 6.38$, things .05; Mboys = 0.32, Mgirls = 0.40, and
				Assessment Technique	more bit nominations for thought annoying.
Michel and Jessica (2012)	73 children aged 9 to 12 years	TEIQue-CF	- Emotional Intelligence (EI) - Creativity - School performance	MANOVA	This study did not report a difference. which is significant for EI between the sexes . Results of MANOVA two directions (classes are gender \times) did not reveal the effects of principal that is significant from the gender ($F_{1,69} = 1.47, p = 0.22$) or class ($F_{1,69} = 0.22, p = 0.63$) on EI properties .
Giacomo et al.	150 children (48,7%	TEIQue-CF	- Emotional	ANOVA	The analysis shows that interaction.

(2019)	female) aged 8-9 years		Intelligence (EI) - Gender Interaction - Draw a Person		Significantly between trait EI and types of sex on the DAP: $\beta = -.16, p < .05$. When the EI trait was low, there was no difference in the DAP test. Conversely, when EI was high, children of women received a higher score than men's children. That is gender moderates the effect.
Andreas et al. (2014)	Children aged 8 Up to 10 years (n = 106) and 11 Up to 13 years (n	EQ-i: YV	Emotional Intelligence (EI) penyesuaian	- TRF - MANOVA	In particular, children of women received a score of higher than the children of men on a scale function adaptive: "work hard," $F(1, 201) = 12.24, p < .001, \eta^2 = .057$;
	= 99)		- social-emotional academic achievement		““ Behave accordingly ,” $F(1, 201) = 29.86, p < .001, \eta^2 = .129$; and “ total adaptive function ,” $F(1, 201) = 12.10, p < .001, \eta^2 = .057$, scale . Conversely , children of men got a score more higher than children of women on the scale of the problem soziale mosional : " the problem of social ,” $F(1, 201) = 7.19, p = .008, \eta^2 = .035$; “ Rule-breaking behavior ,” $F(1, 201) = 21.51, p < .001, \eta^2 = .097$; " Aggressive behavior ,” $F(1, 201) = 19.27, p < .001, \eta^2 = .088$; and "hyperactivity-impulsivity," $F(1, 201) = 24.33, p < .001, \eta^2 = 0.108$

In the search for journals that have been identified according to the criteria, eight journals examine emotional intelligence and gender differences in elementary school-aged children. (Mavroveli & Sanchez-Ruiz, 2011) The research results show that gender differences were significant in testing differences in gender in EI nature. Children of women's emotional intelligence are higher than the children of men's. For the children of men and women, scores EI trait that is highly associated with bullying is reported to be low and intimidating. However, the girls EI with characteristic high- receive over many nominations as being good and leaders and the competence of the social are rated as a whole. They also receive more bit nominations for becoming a bully. On the other hand, in the children of men, EI's nature compared reversed only by intimidation are rated peers.

Similarly, also in the study (Mavroveli, Petrides, Sangareau, and Furnham, 2009) shows the result that there is a difference significant in the EI nature. Son of women who scored a score much higher than the children of men in this study. In contrast to research with children who did not find differences in gender in the value of EI properties (Mavroveli et al., 2007), children of women received a higher score than the children of men in the sample. Others again with research (Mavroveli, Petrides, Shove, & Whitehead, 2008) which showed that the analysis of specific gender revealed that trait EI is not associated with a score of languages English, science, and reading, but quite related to mathematics and score spelling, only for children man. Except spelling, this correlation loses significance when controlling for verbal intelligence. So there are not differences of gender in the score EI nature of the research of this.

(Qualter, Urquijo, Henzi, Barrett, & Humphrey, 2000) in his research indicates that 1) children of men who scored a score higher or lower in the AEI is possible alone, but watching others than fellow men they were printing a score range medium for AEI; 2) The children of women who received a score lower in the AEI is more tend to engage in aggression directly rather than friends women those who scored a score mid or higher than a score of AEI, and 3) children of women who score lower or much higher in the AEI is more inclined passive during interaction than they associate others types of sex who scored class medium. Meanwhile (Petrides, Sangareau, Furnham, & Frederickson, 2006), their research shows that there is no gender difference in the trait EI score. Women receive more many nominations to be cooperative and more little nominated as considered disturbing.

Research (Hansenne and Legrand, 2012) showed results that did not exist differences are significant for EI between types of sex, even though several studies describe EI is high in among women than men in the adult (Mandell & Pherwani, 2003; Saklofske, Austin, & Minski, 2003) as well as in children (Mavroveli et al., 2009; Mavroveli & Sanchez-Ruiz, 2011). Research (Mancini, Passini, and Biolcati, 2019) shows that hypothesized; there is a difference between the children of men and women on tests. DAP: women show levels of emotional indicators that are higher than the counterpart male them. Analysis moderation featuring interactions was significant between trait EI and gender at the DAP: when the attribute EI high, children of women received a higher score than the children of men. Effects of interaction indicate to us that the difference is only appeared to score EI properties of high. And research (Brouzos, Misailidi, & Hadjimattheou, 2014) that gender effects are found in several adaptive function steps. In particular, children of women received a higher score than the children of men on a scale function adaptively. Conversely, children of men got a score higher than children of women on the scale of the social-emotional problem.

Discussions

This review has focused on emotional intelligence and gender differences in primary school-aged children. Researchers found gender differences in emotional intelligence. Research (Mavroveli & Sanchez-Ruiz, 2011) showed no differences in gender were significant in testing differences in gender in EI nature. Son of female intelligence emotional is higher than the children of men. Equally well as research (Mavroveli, Petrides, Sangareau, and Furnham, 2009) showed a significant difference in the EI nature. Son of women who scored a score much higher than the children of men. But (Mavroveli, Petrides, Shove, & Whitehead, 2008) said there was no gender difference in trait EI scores in this study. In addition to that, which is displayed (Qualter, Urquijo, Henzi, Barrett, & Humphrey, 2000) in his research that the AEI low is associated with the level of aggressive behavior direct which is higher only in women. Strengthened again with the investigation (Petrides, Sangareau, Furnham, and Frederickson, 2006), which showed no difference in gender in the score EI nature. Son of women receiving over many nominations than the children of men to work together and be a minor nomination in disorder, aggression, dependency, and intimidation. It needs to be noted that the difficulty of a friend of the same age has been associated with behavior

antisocial next (Warr, 1993), which is more common in the children of men than women (Steffensmeier & Allan, 1996). Although the differences of gender in behavior antisocial often can be accounted for by differences in gender in the traits of personality that relate to behavior that is not regular (Mofit, Caspi, Rutter & Silva, 2001), the results showed that the efficacy of self-nature of the emotional has impact supplemental directly on the relationship peer, over and above gender impact.

Research (Hansenne and Legrand, 2012) showed results that did not exist differences are significant for EI between types of sex. Even though several studies describe, EI is high among women than men in the adult (Mandell & Pherwani, 2003; Saklofske, Austin, & Minski, 2003) and in children (Mavroveli et al., 2009; Mavroveli & Sanchez Ruiz, 2011). Such as that shown by Brackett and Mayer (2003), the difference of gender is higher when EI was considered by the perspective of ability rather than nature. In contrast with research (Mancini, Passini, and Biolcati, 2019) which showed nodifference between the children of men and women on DAP tests. Women show levels of indicators of emotional which is higher than the counterpart male them. This reinforces the literature that shows that children of women outperformed men in drawing the figure of a man (Picard 2015). And research (Brouzos, Misailidi, & Hadjimatheou, 2014) that gender effects are found in several adaptive function steps. In particular, children of women who received a higher score than the children of men on a scale function adaptively are working hard as behaving by the full adaptive scale's operation. Conversely, children of men got a score higher than children of women on the scale of the social-emotional problem: the problem of social; behavioral violate the rules, the behavior of aggressive and hyperactivity-impulsivity.

CONCLUSION AND RECOMMENDATION

In summary, reviewing and systematically have been explaining the level of intelligence emotional in gender differences. Insight is probably worth trying to study that more integrative supplement the gaps in the literature on intelligence dynamic and differences of gender, but educators also develop programs more effectively to improve the intelligence of emotional children aged school basis.

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