

INTRODUCTION:

We consider emotional intelligence as a group of skills (verbal and non-verbal) that make the person able to generate, recognize, express, understand and evaluate the emotions of oneself and others to guide their thoughts and actions and be able to resolve environmental demands and pressures (Van Rooy and Viswesvaran, 2004). Thus, Emotional Intelligence (EI) is the ability to perceive, understand, facilitate and manage emotions. Regarding the evaluation of EI, tests that assess aptitude have been used, tests that assess aptitudes through self-reports; and mixed tests that evaluate emotional intelligence and classic instruments of social skills. A large number of studies have proven the existence of sexual differences in the development of Emotional Intelligence, showing that women tend to present higher EI levels especially in ability measures such as MSCEIT. Other results suggest that these differences are due, in part, to the greater identification of women with expressive identity traits (Mayer, Salovey and Caruso, 2000, Salovey and Mayer, 1990, Salovey, 2006). When evaluating EI through self-report measures, the mediating role of expressiveness can not be assessed since no statistically significant differences are observed between women and men in the different dimensions, this is because IE measures based in self-reports they do not correspond to the behaviors observed in real situations, being more consistent the sexual differences found with measures of ability such as the MSCEIT (Gartzia, Aritzeta and Balluerka, 2012). However, gender identity exerts an influence on EI evaluated through both self-perception (TMMS) and ability measures (MSCEIT). And in line with this, it has been proven that the androgynous identity is related to higher levels of IE in all the dimensions analyzed. The results of the study show that people who show a less stereotyped type of identity show higher levels of EI than those with a more stereotyped type of gender identity. Therefore, the study suggests that gender identity may be a better predictor of sexual differences in EI than sex (Gartzia, Aritzeta and Balluerka, 2012). Taking this into account, the hypotheses of the research are the following:

- No significant differences will be observed in the IE score measured through the MEITPRO ability test, between men and women.
- Women will show higher scores than men in the analyzed dimensions of EI (perception, understanding and management) through the MEITPRO ability test.

METHODOLOGY:

The sample used in the study is composed of 201 employees from different organizations in various sectors of the Comunidad Valenciana. The sampling that was carried out was a non-probabilistic sampling for convenience. 49.5% of the sample are men and the rest, women. The average age of the subjects is 36.51, with a standard deviation of 8.42, with a minimum of 18 years and a maximum of 60 years. The results were obtained through the pass of the ability test, MEITPRO, by a Human Resources Consultant, who went to each of the organizations that participated, explained the instructions to the participants and made the pass of the test via online, through the app. The results were obtained throughout the year 2017. To achieve the proposed objective, different statistical analyzes have been carried out. In the first place, descriptive analyzes of all the variables considered in the study were obtained. Afterwards, a t test was carried out for independent samples considering the gender variable, and thus to check if there are gender differences in the different variables that refer to EI, which are, perception, understanding and management of emotions. As for MEITPRO, to test the robustness of the test at the statistical level, the correlations of each of the tests that make up the test were calculated using the two halves method and high reliability was obtained. We also wanted to check if all the variables of the study (perception, understanding and management) showed a normal distribution curve taking into account the sample used.

RESULTS:

The standard deviation of the IE variables shows a low dispersion of the data with respect to the mean. The variables showed a greater or lesser extent a normal distribution, which indicates that most of the results are grouped in certain values, decreasing as we move towards the extremes, with the perception and understanding variable being the least adjusted to the normal curve. The averages in the three variables (perception, comprehension and emotional management) are similar in men and women, with the average being higher in women for the perception variable, and the average in men for the management variable, being the mean of the variable comprehension for both sexes similar. On the contrary, the standard deviations for both sexes in the three variables acquire similar values. Finally, with the aim of discovering if there are gender differences in emotional intelligence, specifically in the perception, understanding and management of emotions, we performed a t test for independent samples. The gender differences in the variables studied are not statistically

significant, that is, the level of significance is greater than 0.05. Therefore, the higher the level of significance, the greater the probability that the existing differences are due to chance.

DISCUSSION:

In conclusion, the result of the research reveals that emotional intelligence is not a difference between sexes in the sample used and measured through the MEITPRO, in contrast to the results obtained in different studies in which emotional intelligence was measured through tests of ability like the MSCEIT. The test used in the study, MEITPRO, evaluates the Emotional Intelligence through different tests of ability. The MEITPRO has different developments with respect to the other ability tests: the introduction of new technologies, calculating the time it takes to answer the items, and finally, it has several scales to compare its score with different reference populations. Regarding the validity and reliability of the test, the MEIT is composed only of those items that proved to be valid after having performed the relevant statistical analyzes. For the reliability of the ability tests, the reliabilities of each of the tests that make up the test were estimated. For this, the correlations were calculated using the two halves method and the results showed a high reliability in all the scales of the MEITPRO.

Given that the study of emotional competences based on gender is based, generally on establishing differences between women and men, we consider that the results obtained may be especially relevant in the field of gender and EI study. It is important to take into account the contextual factors related to gender roles and identity for a complete study, since we have seen how the flexibilization of gender roles facilitate the deployment of more adaptive emotional responses less determined by sex the people (Gartzia, 2012).

In conclusion, based on the reviewed articles, it is considered necessary to educate new generations on values such as equality and respect, as well as reinforcing identity traits against stereotypes. Finally, it is worth highlighting the limitations of the study, the non-probabilistic sampling that was carried out, which could be improved by performing a probabilistic sampling that allows us to generalize the results obtained. And in future research it would be interesting to analyze variables such as sex, gender roles, gender identity and emotional intelligence and see how they interact.

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