



Effects of Gender on Emotional Intelligence in Employability Skills of Technical Education Graduate

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Abstract

This study is conducted to determine the effects of gender on emotional intelligence in employability skills of technical education graduate in northern Nigeria. The study used descriptive research techniques using quantitative approach. The data collected for the purpose of this study was a structured questionnaire from 249 technical education students from universities in northern Nigeria that offers technical and vocational education programme. It was validated by experts in technical education. Cronbach alpha was used to test the reliability of the developed instrument with internal reliability of 0.76 and also coefficient of 0.84. The study was conducted using one null hypothesis and was tested at 0.05 probability level for the study. The data collected was analysed using independent sample t-test. This result indicated that, the two groups male and female emotional intelligence competency of employability skills scores is not significantly different ($P > 0.05$). The researchers recommended that the employers of labour should not discriminate their staff based on genders difference. As the finding indicated no significant difference in favour of any of the two groups.

Keywords: Gender, Emotional Intelligence, Employability Skills, Technical Education Graduate.

1. Introduction

Emotional intelligence in 21st century has become a new and growing area of research as it has been considered as a major attribute to positive human life outcomes and also a reflection of individual's ability to associate successfully with others and one's personal feelings [1]. Emotional intelligence in quantitative educational research is regarded as career attributes, [49] having caught the imagination of the general public, the commercial world, scientific community among others [41]-[10]. Emotional intelligence is a tool used to evaluate one's emotional state and of others and as well using the emotion in expressing and regulating one's emotional state to clarify difficult issues or situation especially for technical education graduate's when attending interview. Emotional intelligence as a social attribute affects individual performance [12]. Human being as a social animal can seem to have direct effect or correlation with emotional intelligence on gender in employability skills. In this case, it is so significant for the scholars to empirically educate employers to know the individual level of emotional competence to avert discriminating gender based on career contribution and or performance. Technical education is a programme of study which aims at developing and preparing technical education students with hands-on skills for successful employment and poverty alleviation and foster sustainable development in Nigeria after graduation regardless of gender difference. Nevertheless, when it comes to employment opportunities females' graduates face challenges from employers due to their sex different, with perceived that female are happens be to more emotional when it comes to job exhibition or outputs [18]. Therefore, responding to these posing challenges, this study was undertaken to ascertain the effects of male and females' emotional intelligence difference in employability skills of technical education graduates. Hailu found that [18] reveals that gendered cultural expectations as a challenging factor among female's graduates. [24] defined gender as a culturally link feelings attached to individual to consciously or unconsciously perceive life as a man or woman that course natural change of behaviour even in performing task. Studies identified emotional intelligence influence on the gender basis. This is to make employers understand gender difference in relations to job output. [38]-[4] reported that there is an interaction effect on gender and discipline on students' emotional intelligence. Emotional intelligence increases with individuals' growths in age and differs with gender in employability skills [24]. Employability skills is a work skill that individual need to possess to succeed in a giving career. [43]-[45] defined employability skills as a group of essential abilities that involve the development of knowledge base, expertise level and mind-set that is increasingly necessary to succeed in the modern workplace. Similarly, technical skills involve the use of hand tools, gears, industrial training and commercial skills [28]. It is anticipated that technical skills provide enough expertise to live a successful life. Technical skills are an outcome of technical education. Technical education is an academic skill and work skills

based. According to [26] technical education is a programme in which students acquire academic knowledge, technical skills and attitudes to graduate as an individual with skilled ready to be self-employed and/or to be employ in the public or private sector. These breeds of technical education graduates, are perceived as individuals having enough academic knowledge and technical skills to perform his/her job skillfully.

1.1 Objectives

The main objective of this study is to ascertain the effects of gender on the emotional intelligence in employability skills of technical education graduates in Northern Nigeria.

2. Literature Review

2.1 Emotional intelligence

Emotional intelligence as a concept was traced back to nineteen centuries by a scholar [20] in his early work known as “importance of emotional expression for survival”. Subsequently, psychologist started to think and write about a term “intelligence” though their focus is on cognitive aspect such as memory and problem-solving. Thereafter in continue research, scholars begin to understand that non-cognitive aspect is also important in intelligence. Psychologist researcher [20] uses the term “social intelligence” to describe the skill of understanding and managing other people or an ability to understand and manage men and women, boys and girls and also to act wisely in human relation. [48] describe “intelligence” as non-intellective and intellective elements, which he said that intelligence theory will not be complete without describing these non-intellective elements; affective, personal and social factors. [15] understands “intelligence” to be as a multiple terms i.e. intrapersonal and interpersonal intelligences and he further define them distinctively as the ability to understand the intentions, motivations, the desires of other people whereas the latter as the ability to understand oneself, to appreciate one’s feelings, fears and motivations.

In [39] psychologist scholars [39] come up with the collective definition of the two terms “emotions” and “intelligence” as one’s ability to understand and recognize emotion within one’s and others, to appraise the emotion and regulate it to produce an appropriate response that led to interpersonal and/or intrapersonal final results.

[16] draws the attention of researchers on the term’s emotional intelligence after consultation with pioneer authors Salovey & Mayer, he then comes up with definition of emotional intelligence as “the ability of recognizing oneself feelings and of others for motivating oneself, managing our emotions well in our relationships”. Similarly, in [7] wrote on emotional intelligence, he views emotional intelligence as a reflection of one’s abilities to associate successfully with others and with one’s personal feelings. [39] describe, emotional intelligence as a traits and emotional self-efficacy.

Emotional intelligence has turn out to be a rendezvouses terms by researchers with various conceptualizations and also a gauge in measuring individual’s knowledge, abilities and skills in a workplace, schools and personal life. According [19]. in [16] that emotional intelligence is a combination of cognitive, motivational and affective constructs. Emotional intelligence is a combination of skills that allows one to understand of himself/herself, understanding himself/herself, and to regulate his or her emotions and it’s an instrumental tool for an individual to understand and recognize the emotions of others to succeed in one’s giving career [16]. “What distinguishes star performers from mediocre is emotional intelligence” [17] additionally, stated emotional intelligence is a basics characteristic of an individual to prospect ahead of others and remain at any technology and other related career [17]. [17] emphasized that the more achievement individuals possess, the more critical situation become in a leadership position, the more emotional intelligence needed to handle them. Therefore, Emotional Intelligence is the major attributes to positive human life outcomes.

Emotional intelligence nowadays has turn out to be a new and growing area of research as it has been considered as a major attribute to positive human life outcomes and/or a reflection of individual’s capability to associate successfully with others and one’s personal feelings [19] Emotional intelligence is actually a bunch of skills that individual can acquire for optimum performance in a workplace [16]. [19] distinct emotional intelligence to be mental ability individuals are born with, which give individual emotional sensitivity and/or potential meant for emotional learning organizational skills which help us in maximize our long-term health, happiness and survival. Thus, emotional intelligence is a collective mental capability and cognitive performances that individual display to appear different from others in with respect to work performance. [32] refers emotional intelligence as a capability to perceive, control and evaluate emotions. [39] a proponent scholar, defines, emotional intelligence as one’s capability to recognize and understand emotional information within one’s and another’s, to appraise the emotion and control it to produce an appropriate response that led to interpersonal and intrapersonal principles. [16] draws the attention of researchers on the term’s emotional intelligence after consultation with pioneer authors Salovey & Mayer, he then comes up with definition of it as “the ability for recognizing our own feelings and of others, motivates ourselves, manage our emotions well in our relationships”. Similarly, in [8] wrote on emotional intelligence, where he views emotional intelligence as a reflection of one’s abilities to associate successfully with

others and with one's personal feelings. According to [19] emotional intelligence is a traits emotional self-efficacy. [49] a combination of competencies, [16], a capability to identify true thought [39], a personality trait [19] an emotional and social competence [8]), skills use in manipulating one's personal feelings and the feeling of others to achieve a specific goal, [27]

Emotional intelligence is contextually understood to be as one's capability to recognize and understand emotional feelings within one 'self and others, evaluate and regulate them to produce an appropriate response that led to interpersonal and intrapersonal outcomes., emotional intelligence competences refer to those specific learned capabilities and skills built on emotional intelligence that can be developed in individuals and which leads to superior performances at the workplace [10]. Ability for one to showcase emotion appropriately in his business or workplace indicate the level of individual emotional competency. Emotional intelligence competency is defined as an aptitude, dispositions, abilities and thoughts, underlying characteristics of an individual's that led to or caused effective or superior performance at workplace [9]. To [34] emotional intelligence is an ability to adequately use one's emotional state to gradually change an unwanted situation by regulating the emotional state itself or in other way applying more general logic or other social skills in achieving goals.

Emotional intelligence as a social attribute [12], has a social effect on age, gender and at work environments [22]- [40] [24]-[32]- [1]. [8]. [49]-[1] describe emotional intelligence influence demographic variable such as gender in so many studies.

2.2 Gender

Gender is an emotional reflection of individual's sexual category related effect with regards to employability, job outcome or result. Gender is a cultural and social differences of identities of sex binary of male and female within societies. Gender as a social norm plays an important role in respect to emotional intelligence competency application in workplace, defined gender accordingly [3], define gender as a socially constructed characteristics of women and men such as norms, roles and relationships between groups of women and men of different age. [42] conducted research on employee's emotional competencies and the result of the study reveals that; male and female employee have equal emotional intelligence competencies when it comes to customer service. In another study conducted by [22]-[24] with respect to gender influence on emotional intelligence. [1] in their study on gender difference on emotional intelligence, revealed the effect of gender difference and emotional intelligence on job outcomes of Nigerian police officers. Additionally, the differences of gender in emotional intelligence can be identified based on the assessment tool used which self-report or performance measures [38]. Therefore, significant of gender differences in the fields of emotional intelligence and facial processing [24] Study conducted [4] to identify gender difference on emotional intelligence, revealed no significant difference on genders between lecturers' emotional intelligence. Also, in the study of [24] emotional intelligence increases when one is aging and differs with gender, [33] research conducted on the relationship on the demographic variables such gender, age and experience etc. on emotional intelligence. The researchers employ traits emotional intelligence questionnaire-short form as the tools for measurement to conduct the study. The study was conducted on the sample of 424 employees belonging to the Indian service sector. The findings result show that demographic variables confirm a magnificent influence on emotional intelligence. The study recommended that organizations who interest can use the finding of the research in selecting employees that can improve the organizational growth. In agreement with research carried out by scholars on gender effect on emotional intelligence, scholars suggested that, effects and or relationship of gender on emotional intelligence its need to be continues investigation due to the world dynamism that come with continues changes in employability skills demand.

2.3 Employability skills.

Employability skills is considered as a necessity for university graduates as a basic or a fundamental requirement for employability [45] The author further state that employability skills is a skill for employment needed by 21st century which cut across all Occupations without specification. Furthermore [35]-[44] defines employability skills as a preparation for an employee to prove their value to an organization as the keys to survival. Employability skills is understood to be a non-technical ability, thus; emotional intelligence which includes interpersonal skills, social skills, communication skills among others [44]. It is also viewed [12] as the development and application of a range of supportive capabilities and attributes through a sequence of iterative aspect developmental stages that improve one's opportunities for assessing and sustaining job opportunities, it is also perceive as multidimensional concept which consist of factors that influence job-acquisition and preparation for work. Employability skills is defines as a preparations for graduates to successfully get job and develop their careers and as well a means for an employee to prove their value to an organizations as the keys to survival, [35] a socially acceptable attributes and personal qualities [6]-[35] a nonspecific skill, and transferable essential skill which an individual can use as a handy, and/or a facilitating core soft skills required in 21st century marketplace [35] It is believes to be an essential sets of soft skills, emotional knowledge, thoughtful and personal attributes, which can serve as a demanding stimulus, as nowadays employers are more interested in the graduates that has variety of

emotional competencies skills such as team work, interpersonal skills, communication skill, social skills, problem-solving skills and adaptability skills among others as against core skills, academic knowledge, & technical skills [49]-[35]- [41] –[27] “There is a strong anticipation that work in the future will want individuals that can put on soft skill into their work” [35] Therefore, for the graduates to get employ, institutions and relevance agencies, needs to initiate schemes, events and platform to develop employability skills to students using various techniques, procedure, medium, evaluation, measuring instrument mechanism and assessment techniques among others. [1] stressed the need to re-assess the strength and improve or focus on relevant of emotional intelligence to students’ employability including technical education graduate.

2.4 Technical educations graduate

Technical and vocational education (TVE) is an education for work that individual acquired to gain employment or became self-employ after graduation, [37] was introduce in Nigeria in far back 1925 by colonial masters which later implemented in 1930 and established as a course in Yaba college Lagos in 1932, as an education for human and national development [25]. TVE is an educational programme where students learned academic knowledge, attitude and technical skills to graduate as a skillful individual’s ready for employment and/or self-employed [36] TVE are intermarriage construct. Vocational education is an education that directly develop individual’s capability in a group or particular vocations as a semi-skilled worker or technicians or sub-professionals which is traditionally non-academic in related to a specific occupation, vocation or trades, while technical education advances to the acquisition of basic scientific knowledge and applied skills [37] defined the terms technical and vocational education are synonymously understood to be an education designed to equipped individuals with skills for useful employment and self-reliance. The author further stated that vocational technical education is an education which designed purposely to trained individuals for profitable and well-paid occupations and/or employment. [37] also contend that vocational education and technical education are imperfectly used synonymously by many authors. The author depends his argument by defining the concept differently thus that vocational education refers to a training for all jobs that required less than bachelor degree while the one that needs bachelor’s degree is categorized under technical education. Individual that possesses academic and practical skills and archived the level of bachelor’s degree is categorized as technical education graduate. Technical educations graduate is an individual that is technical skills based. Technical education is an educational programme where students acquired academics knowledge, technical skills and attitudes to graduate as a skillful individual’s ready to secure employment in the public or private sector or became self-employed [28]. As well in [29] technical education trades include industrial training, commercial skills work and the use of hand tools.

Technical skills is a specific ability that individual possess to operate or carry out a giving task, a knowledge acquired in or outside classroom (formal or informal) through training under the guide of professionals, examples of technical skills are mechanical and engineering etc. [28] technical skills is a manual skill that vary according to work demand which individuals needed to perform well in a given task, it is a practical quality, a specific knowledge often related to mechanical, sciences, medicals and commerce. Technical skills is a personal quality, technology based hard skill which an individual’s use in gaining expertise in performing physical and digital task [28]-[29]

Technical education prepares students and/or with careers that are practical skills based and well as provides individuals the skills to live and work as a responsible citizen in general society as well give birth to professionals in , automobile technology, building technology, drafting, electrical/ electronic technology, mechanical technology, , painting and decoration, and woodwork technology [36]. [29] described technical education as a training and retraining with intent of equipping individual to enter into or continue, on a gainful employment into any approved profession. According to Career and Technical Education [29] technical education expedites the acquisition of basic scientific knowledge, practical skills and applied skills, supports basic academic as well as exploration of career preferences, and life time skills. Technical education prepares trainees with skillful training that is manually and/or practical skills based and well as provides individuals the skills to lives and works as a responsible citizen in general society as well give birth to professional building, woodwork, auto-mechanics, metalwork, electrical, electronic, foundry & forging, drafting, refrigeration among other technical skills.

3. Methods

The study used descriptive research techniques using quantitative approach. The study was carried out in (7) Universities in northern Nigeria offering TVE programme. However, in conducting this research, the researchers randomly selected 249 samples from the population of 762 final year students based on the Bartlett, Kotrlik and Higgins (2001) sampling table. The researchers used a structured questionnaires to collect data for the study. The instruments for collecting data for the study was validated for construct validity. Alpha coefficient was used to test the reliability of the developed instrument. The criteria for accepting null hypotheses for the study is when the p value >0.05 , but where p value is <0.05 the null hypothesis of no significant different was rejected for the items in the scale. Descriptive statistics using independent sample t-test was used to assess significant difference between male and female on the emotional intelligence in employability skills.

4. Data Collection

The researchers used a structured questionnaire to collect data for the study from 249 technical education students from universities in northern Nigeria that offers technical and vocational education programme.

5. Data analysis

Independent sample t-test were used to analyse the data collected for the study. There is no significant gender difference in the emotional intelligence competency in employability skills of technical education graduates in Northern Nigeria.

6. Results and Discussion

The major aim of this study is to assess the effect of gender on emotional intelligence in employability skills in the study area.

The result of the hypotheses in this study reveal that, the difference in the students' emotional intelligence in employability skills of technical education of both male and female students is not significantly difference with ($P > 0.05$, as the male students obtained a mean score of 4.420 (SD=0.267) while the female students scored of 4.482 (SD=0.246) with the overall difference of 0.062 scores between them, this indicated no significant difference in favour of any of the two groups,. This result is in agreement with previous scholars finding on gender difference in emotional intelligence competencies, thus: gender on emotional intelligence, [25]. [42] male and female employee have equal emotional intelligence competencies when it comes to customer service. while in the finding of [24]- [11] contradict this statement, that emotional intelligence competency of male and female differs in empathy, with the report of [13]-[14] women were scored higher on the emotional intelligence.

6.1 Numerical Results

To test the above hypothesis, the emotional intelligence competency of employability skills of technical education of male students mean score and mean emotional intelligence competency of employability skills of technical education of female students were used to conduct an independent sample t-test. The results of the analyses are presented in the following tables below.

Table 1 Demographic Information of the Respondents

Variables	Frequency	Percentage
Gender		
Male	220	88.4
Female	29	11.6

The result of the demographic information of the respondents as depicted in Table 1 above shows that, out of the 249 participants, 220 (88.4%) were male while 29 (11.6%) were female. This result established that, technical education student's gender was objectively denoted in this study.

Table 2 Summary of responses of male and female technical education students' data based on four clusters of emotional intelligence competencies of 95 items statements

SN	Items statements	Mean of Male	Mean of Female	Difference in Mean Scores	Items number
1	Cluster one, Self-Awareness Competencies;				17
	i. Emotional self-awareness	4.406	4.482	0.076	
	ii. Accurate self-assessment				
	iii. Self-confidence				
2	Cluster two, self- management or self-regulation competencies;				32
	i. Emotional self-control				
	ii. Transparency				
	iii. Conscientiousness	4.356	4.444	0.088	
	iv. Adaptability				
	v. Achievement				
	vi. Initiative				
	vii. Optimism				

SN	Items statements	Mean of Male	Mean of Female	Difference in Mean Scores	Items number
3	Cluster three, Social-Awareness Competencies; i. Empathy ii. Organizational awareness iii. Service orientation	4.288	4.407	0.119	13
4	Clusters four, Relationship-Management Competencies; i. Developing others, ii. Inspirational leadership iii. Influence iv. Conflicts management v. Team work	4.420	4.482	0.062	33
Total	Four clusters of 95 emotional intelligence competencies Items statements				95

Data in Table 2 on hypothesis, reveal that in First cluster with 17 items emotional competencies, the emotional intelligence of male graduates of technical education had a mean score of 4.406 meanwhile, the female graduates of technical education had a mean score of 4.482 and the difference between the mean scores was 0.076. Second cluster with 32 items emotional competencies, the emotional intelligence of male graduates of technical education had a mean score of 4.356 meanwhile, the female graduates of technical education had a mean score of 4.444 and the difference between the mean scores was 0.088 which was not significant. Third cluster with 13 items emotional competencies, the emotional intelligence of male graduates of technical education had a mean score of 4.288 meanwhile, the female graduates of technical education had a mean score of 4.407 and the difference between the mean scores was 0.119 which was not significant. Fourth cluster with 33 items emotional competencies, the emotional intelligence of male graduates of technical education had a mean score of 4.420 meanwhile, the female graduates of technical education had a mean score of 4.482 and the difference between the mean scores was 0.062 which was not significant. With this result, it shows that there was not significant effect of gender on the emotional intelligence in employability skills of technical education graduates in Northern Nigeria. As they responses on all the four clusters indicated that the emotional competencies level of the students in respect to their gender does not indicate significant difference. This result is in agreement with the finding of [25] that gender does not play a significant role on emotional intelligence ability.

Table 3 Emotional Intelligence Competency of Male and Female Students

Variables	N	Mean	SD	difference	T	d.f	p-value
Male Students	220	4.420	0.267				
Female Students	29	4.482	0.246	0.062	-1.08	247	0.279

The results of the independent sample t-test for the two groups presented in Table 3 above, showed the difference in the students' emotional intelligence competency of employability skills of technical education of both male and female. The emotional intelligence competency in employability skills of technical education students score of the two groups were compared using the independent sample t-test. The results revealed that, the $t(247) = -1.08$, $P = 0.279$, $\alpha = 0.05$. This result means that, the two groups male and female emotional intelligence competency of employability skills scores, is not significantly difference ($P > 0.05$). These in-difference can further be observed from the mean and standard deviation of the total scores obtained for male and female, and then, the in-significance (P -value) obtained using emotional intelligence competency of employability skills scores. As presented in Table3, the male students obtained a mean score of 4.420 ($SD=0.267$) while the female students scored of 4.482 ($SD=0.246$) with the overall difference of 0.062 scores between them. This finding indicated no significant difference in favour of any of the two groups. Thus, the hypothesis which says there is no significant gender difference in the emotional intelligence competency in employability skills of technical education graduates in Northern Nigeria is accepted since the difference obtained is not significant ($P>0.05$). According to [1] gender and age certainly not a barrier to career success when it comes to job performance output, females are assessing with high emotional intelligence than their male counterpart, e.g. in empathy. As in the result of finding in this study which indicated no significant gender difference in the emotional intelligence competency in employability

skills of technical education graduates in northern Nigeria. The different in emotional intelligence competency of female indicate slight difference in emotional intelligence competency in employability skills stand at 0.062 significant difference. This finding also agrees with the finding of Gender and emotional intelligence by [1] the result of their finding revealed no significant difference between male and female lecturers' emotional intelligence using A Mann-Whitney U test instrument, therefore there is no significant gender difference. These outcomes in this study indicated that emotional intelligence of the lecturers does not differ with respect to their gender. Therefore, based on the result of the finding it is strongly advice that employers need not discriminate workers based on gender when it comes to job output.

7. Conclusion and recommendations

This study aims to assess the effect of emotional intelligence in employability skills of technical education graduates in Northern Nigeria. The result of the researchers proved that gender have no significant effect in the emotional intelligence in employability skills of technical education graduates in Northern Nigeria. The researcher would agree with assertions by [1] [24] that, revealed no significant difference between male and female on emotional intelligence when it comes to job output and satisfactions. Based on the findings of this research it is recommended that a similar study should be carried out in the other educational profession in Nigerian universities, colleges of education and polytechnics can also conduct similar study for wider visibility as well employers of labour.

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