
RESEARCH ARTICLE

Exploring Emotional Intelligence and Gender Dynamics in 19th and 20th-Century Literature: A Comprehensive Analysis

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ABSTRACT

This research endeavors to uncover the intricate interplay between emotional intelligence and gender dynamics within literature, acknowledging the significant role of emotions in shaping characters and narratives. Emotions serve as a lens through which societal norms and cultural expectations are reflected and refracted, influencing the portrayal of gendered perspectives on emotional intelligence. By synthesizing relevant psychological theories and conducting a thorough examination of societal influences, this study seeks to illuminate how gender differences in emotional intelligence are articulated and perpetuated in literary representations. Through a meticulous literature review, the research aims to identify patterns and disparities in the expression and perception of emotions between male and female characters. These patterns offer valuable insights into the complexities of gender roles and stereotypes embedded within literary texts, providing a nuanced understanding of societal attitudes toward emotional expression and intelligence. Furthermore, by delving into the implications of these portrayals for gender dynamics in literature, the study contributes to ongoing conversations surrounding representation and diversity within the literary landscape. Ultimately, the findings of this research endeavor to advance our understanding of emotional intelligence and gender dynamics within the literature, offering a nuanced exploration of how societal norms and cultural expectations shape the portrayal of emotions in male and female characters. By shedding light on these complexities, the study seeks to foster a deeper appreciation for the multifaceted nature of gendered perspectives on emotional intelligence in literary narratives.

KEYWORDS

Emotional Intelligence, Gender Dynamics, Literature, 19th Century, 20th Century, Psychological Theories, Societal Attitudes, Gendered perspectives.

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1. Introduction

The study of emotional intelligence within literature provides valuable insights into human behavior, societal norms, and cultural dynamics. The 19th and 20th centuries witnessed significant shifts in attitudes towards gender roles and emotional expression, reflected in the literature of the time. Emotions play a fundamental role in shaping our interactions, experiences, and understanding of the world around us. Emotional Intelligence (EI) has emerged as a critical area of study within psychology, sociology, and education, emphasizing the importance of understanding and managing emotions effectively. Emotional Intelligence (EI), a concept popularized by psychologists such as Daniel Goleman, refers to the ability to perceive, understand, and regulate one's own emotions and those of others. It encompasses skills such as empathy, self-awareness, social awareness, and emotional regulation, all of which are crucial in navigating social interactions and relationships. However, the expression and perception of emotional intelligence are often intertwined with gendered dynamics, shaping how emotions are portrayed, interpreted, and

valued in society. The exploration of emotional intelligence through a gendered lens in literature has long been a subject of interest and significance. In the realm of literature, characters serve as vehicles for exploring human emotions and experiences. Literature provides a rich tapestry of characters and stories that offer insights into the complexities of human emotions and interpersonal interactions. The expression and reception of emotions in literary works are often influenced by gendered stereotypes and societal expectations, leading to distinct portrayals of male and female characters. These gender stereotypes influence the way emotions are perceived and valued in literary texts. From classic novels to contemporary fiction, literary works provide a canvas for examining how gender influences the expression and reception of emotions, reflecting broader societal norms and expectations. Traditionally, in literature, male and female characters often differ in the way they express and perceive emotions. For instance, male characters in literature have been portrayed as stoic, rational, and emotionally restrained in dealing with their emotions. In contrast, female characters have often been depicted as emotional, nurturing, and empathic in expressing their emotions. These gendered representations in literature highlight how societal norms and expectations shape emotional intelligence differently for men and women. The portrayal of male characters as reserved and stoic reflects societal expectations of masculinity, on the other hand, female characters openly expressing their emotions align with the societal norms of femininity. These differences in emotional expression and perception between male and female characters provide insights into gendered perspectives on emotional intelligence in literature. This research adopts a multidimensional approach to analyze these gendered emotional expressions and perceptions in literature. By delving into the intricacies of gendered perspectives on emotional intelligence in literature, this research aspires to contribute to broader discussions surrounding gender and emotions. Literature often reflects and shapes societal norms and perceptions, including those related to gender and emotional expression. Despite the increasing recognition of emotional intelligence as a crucial aspect of human interaction, there remains a gap in understanding how gender influences the expression and perception of emotions in literary works. This study aims to investigate the portrayal of emotions in male and female characters from the 19th and 20th centuries, exploring the nuanced ways in which gender shapes emotional intelligence. How do male and female characters in the 19th and 20th centuries differ in their expression and perception of emotions, and what insights does this provide into gendered perspectives on emotional intelligence in literature? This research aims to comprehensively review existing literature to elucidate the intersections of emotional intelligence, gender roles, and the representation of emotions within literary contexts. Through meticulous compilation, the study seeks to create a thorough inventory of Nobel Prize-winning literary works from the 19th and 20th centuries, spotlighting those that prominently feature male and female characters. Following this, the analysis will delve into the nuanced portrayal of emotions exhibited by male and female characters across selected literary works, considering factors such as intensity, frequency, and complexity. By examining the perception and response to emotions within these narratives, particularly concerning the gender of the character expressing them, the study aims to identify patterns and disparities in emotional expression and reception. These insights will contribute to a deeper understanding of gendered perspectives on emotional intelligence in literature, shedding light on potential societal influences and implications. Moreover, the research seeks to provide valuable insights into how literature both shapes and reflects societal gender norms and expectations related to emotional expression and intelligence. Finally, by proposing recommendations for further exploration at the intersection of gender studies, emotional intelligence, and literary analysis, this study aims to pave the way for future research endeavors in this interdisciplinary field.

2. Literature Review

The study conducted in secondary schools in Western Maharashtra aimed to explore Emotional Intelligence (EI) among adolescents and its gender differences based on social environments. Using Schutte's Self-Reported Emotional Intelligence Test, the authors analyzed data from 1060 adolescents studying in 10 standards to examine the impact of social environment such as Socioeconomic Status (SES) and type of schooling. The research found that low SES significantly affected EI, particularly among girls, and girls in Co-Educational Schools (CES) showed lower EI compared to those in Gender-Specific Schools (GSS). Although overall EI scores did not differ significantly between genders, girls showed higher scores in social skills and optimism. Overall, the study underscores the importance of gender-specific interventions for improving EI among adolescents, particularly targeting those from low SES backgrounds and girls in Co-educational schools. (PY Kulkarni, Velhal G, et al, 2023)

The research paper aimed to simplify and measure emotional intelligence (EI) through a concise scale. The authors reviewed various existing EI models and defined EI as the ability to express and regulate emotions for intrinsic and extrinsic satisfaction. The Emotional Intelligence Scale (EIS), with 12 items, validated EI through four factors: emotional expression, emotional regulation, intrinsic, and extrinsic satisfaction. The scale was validated through three consecutive studies involving 1894 participants, and the results showed good reliability and validity of EIS. It also revealed gender differences in EI indicating higher emotional intelligence levels in men compared to women with positive correlations between emotional intelligence and age and education. Overall, through the EIS the authors offer a brief yet comprehensive tool for measuring emotional intelligence effectively. (Waqar Husain et al, 2022)

Through this study, the authors aimed to investigate the differences in emotional intelligence (EI) between males and females in North West Frontier Province (N.W.FP), Pakistan. A total of 160 subjects, with 80 males and 80 females, participated in this research,

and the Emotional Quotient Inventory(EQ-I) was used to measure their EI levels. The results revealed that males display higher levels of emotional intelligence than females in various factors such as assertiveness, independence, stress tolerance, and impulse control, highlighting the differences in how men and women manage emotions and social interactions. The study also highlighted the five components of EI – self-awareness, self-regulation, motivation, empathy, and social skills that contribute to an individual's ability to manage emotions effectively. All in all, this research provides insights into the relationship between gender and EI, contributing to the understanding of emotional intelligence in different demographics. (Ahmad, S., H. Bangash and S.A. Khan et al, 2009. Emotional intelligence and gender differences. *Sarhad 1. Agric.* 25(1): (127-130)

This study shows how gender predicts emotional intelligence among adolescents, where participated 300 participants (55% female & 45% male) by random sampling. Here, EI is defined from the standpoint of the Mayer and Salovey EI model. The trait meta-mood scale was the first assessment measure developed by the authors. The TMMS measures individual differences in the processes of emotional regulation. Multiple regression analysis was used to test if gender significantly predicts the level of EI. The results of the regressions indicate that gender does not significantly predict emotional intelligence among adolescents ($B=0.15$, $p=0.525$, $R^2=0.000$). This finding challenges conventional assumptions and underscores the complexity of factors influencing emotional intelligence development in this demographic. (Wapano et al., 2021)

The research objective was to examine the relationship between gender and differences in affective attachment, emotional intelligence, and self-esteem among 231 participants consisting of 71 males and 160 females. Considering a large disproportion in the number of male and female participants, authors used non-parametric techniques: Mann Whitney U test and Kruskal-Wallis one-way analyses of variance. The results indicate that females have more pronounced emotional intelligence in the domain of perceiving and understanding emotions, also a better grip on managing emotions than males. However no significant differences were found between the genders on the measured scale of affective attachment and self-esteem. In conclusion, female managers in this study perceive the development of rural tourism as their business opportunity. (Colovic et al, Nikic et al., Stamatovic et al., 2021)

This study shows the impact of literary works on developing emotional intelligence and nurturing human values among students. Using some of the comprehensive research methods, including analysis, synthesis, and comparative approaches, the author explores the theories of modeling and syntony to showcase the significant role of literature in shaping EI and fostering human values. Taking insights from scholars such as Baron, Goleman, and Vygotsky, the research shows the importance of EI development into formal education to cultivate emotional competence among individuals. The author concludes the study by stating that literature serves as a powerful tool for enhancing EI and empathy levels and also advocates for further research to explore effective strategies for emotional intelligence development in educational curricula (Andreieva et al 2021)

This study identifies the correlation between emotional intelligence (EI) scores and the gender relationship between emotional intelligence (EI) scores and gender to clarify the persistent generalization that males are less emotionally intelligent than girls. The intervention program, which included four literary short stories with three levels of analysis (informational, conceptual, and ESL), was introduced to 87 grade 11 male and female Lebanese students. Characters and emotional intelligence were analyzed. The study found no significant differences between genders in this regard. Males and females have nearly similar emotional intelligence. It is recommended that, in addition, The study will examine the association between gender, emotional intelligence, and academic achievement to identify potential benefits for students. The study indicated that both sexes increased their EQ ratings following the intervention, with a slight but significant difference in mean EQ scores between males and girls. Using an emotional intelligence paradigm to teach literature has a considerable influence on both male and female EQ scores, as measured by the Shutte Social Emotional Intelligent Test. (Samira Dishani et al.,2023)

The study investigates the correlation between emotional intelligence (EI) and the interpretation of literature among EFL (English as a Foreign Language) graduate and undergraduate students in Iran, while also considering the participant's gender and major of study. Results reveal a noteworthy positive relationship between EI scores and the comprehension of stories and poems. Moreover, female participants demonstrate higher EI scores compared to males. However, no significant variance is observed based on the participant's field of study. The findings suggest practical implications for syllabus design within language learning contexts. Incorporating literary genres, particularly short stories, into the curriculum is advocated as a means to enhance emotional intelligence skills among students. By integrating such materials, educators can potentially foster a deeper understanding of emotional nuances embedded in literature, consequently facilitating the development of EI among learners. This not only enriches language acquisition but also nurtures essential socio-emotional competencies. Thus, educational frameworks could benefit from a deliberate integration of literary content, offering a holistic approach to language learning that encompasses both linguistic and emotional dimensions. Such initiatives hold promise for cultivating well-rounded individuals equipped with both linguistic proficiency and heightened emotional intelligence.(Ali Roohani et al., 2009)

Emotional intelligence (EI) emerges as an indispensable trait for Health Service executives, crucial for comprehending and managing the human resources under their purview adeptly. This study aims to scrutinize the EI levels among healthcare executives of varying ranks (senior, middle, and junior) within the health sector, with a focus on gender disparities. Employing an EI Scale Assessment Questionnaire, facets such as perception, expression, regulation, and utilization of emotions in problem-solving were explored. The cohort comprised 161 participants, and data scrutiny utilized the chi-square criterion. Findings underscored that healthcare managers exhibit pronounced emotional acumen, particularly in self and other emotion management. Moreover, gender-wise analysis unveiled that women manifest higher EI levels compared to men, showcasing superior self-esteem management as well. (Fotis Kitsios et al.,2022)

2.1 Selection Criteria for Literary Works and Characters of 19th & 20th Century Literature in the context of Gendered perspective of Emotional Intelligence

In the realm of literature, the portrayal of emotions and the exploration of human relationships offer a rich tapestry to understand the complexities of emotional intelligence. Among the literary pieces of different periods, authors have taken hold of the details of how individuals perceive, express, and navigate their emotions within the context of societal norms and expectations. In this study, we delve into the gendered perspectives on emotional intelligence as depicted in prominent literary works of the 19th and 20th centuries. Through a close examination of some selected prominent novels of that era, we explore how male and female characters express and perceive emotions differently. The study focuses on the complex relationship between gender roles, societal expectations, and emotional expression. Each overview of these selected novels offers a glimpse into the emotional landscape explored in these literary masterpieces and also provides valuable insight into the evolving correlation of gender and emotional intelligence throughout history.

2.2 Pride and Prejudice by Jane Austen

Jane Austen's "Pride and Prejudice" is undoubtedly a classic that has stood the test of time. "Pride and Prejudice", Jane Austen's canonical book, has probed the gendered emotional intelligence in an intellectual and societal context that is about two centuries old. The novel portrays how societal norms and roles play a role in emotions among the characters and how emotions are interpreted.

"Pride and Prejudice" as a book also shows that men like Mr. Darcy and Mr. Bingley are mostly secretive and keep their feelings to themselves. Mr. Darcy's starting stiffness and stony qualities hide his true inner feelings and those are the ones usually connected to masculinity in a society that highly values restraint and being composed. Mr. Bingley is genial and affable, but he shows no profundity and introspection that can be found in the representations of the female characters.

Alternatively, Elizabeth Bennet -the female heroine - and Jane Bennet show their ability for not only understanding their emotions but also other people's. Elizabeth's keen insight and emotional intelligence give her the ability to navigate complicated virtual scenarios and accurately gauge the real motives of others. Emotional sensitivity and compassion are her gentle behaviors combined with her ability to empathize with fellow creatures. The relationships and interactions, that Jane Austen portrays in her novel "Pride and Prejudice," reveal some features of the gendered principles of emotional sensibility.

Through this, it becomes clear that it is a society that determines which emotions and emotional expressions are acceptable for men and women. The book exposes the importance of emotional intelligence in relationships and is also useful in giving insights into the changing views regarding gender roles and emotions in 19th-century English society.

2.3 Great Expectations by Charles Dickens

In Charles Dickens's "Great Expectations," the depiction of emotional intelligence opts as a reflection of Victorian society and male superiority roles. The book explores highly complicated and challenging topics of human emotions and relationships, proposing novel and interesting ways in which human emotions are directly associated with gender.

To illustrate, female characters such as Estella and Miss Havisham are most vivid on this emotional issue. Estella, who got the influence of Miss Havisham, became haughty and became pale close to her feelings which she tried to hide behind a veil of indifference. A deep, enigma was Miss Havisham, haunted by an old heartbreak; that is her bitterness, her vindictiveness, and her sadness. She was kind of vulnerable and often very sad.

Another angle of the matter is the male characters like Pip and Joe with whom we can observe diverse emotional expression that is influenced by "the norms of society's perception of a man." Pip, the central figure, goes through a painfully changing course as the theme of the story turns from his discovery of love, gratefulness, and dignity among other things. His emotional development is contained in his interactions with Estella, Joe, and others as he acquires the skills needed to navigate the complicated feelings that are the hallmarks of human emotions. Joe is Pip's brother-in-law, a person who is humble and caring in his heart. Joe stands out as an embodiment of a different kind of emotional intelligence characterized by compassion and integrity. Despite his meager education and inferior social class, Joe nonetheless proved to be a man of deep emotional wisdom that could neutralize the prevalent misogynistic and narrow gender identities represented by other characters in the novel.

As a character in "Great Expectations," Pip's major transition aka regeneration took place, and this event bore out his matured emotional awareness. In the beginning, Pip is mostly conflicted with people's expectations and wealth desires and becomes a new self after the inner cultivation that gives him maturity and a sense of self-worth. Attention and empathy to one's personal experiences and thoughts together with these processes of personal growth all contribute to the emotional intelligence of a person that this journey illustrates.

The novel, "Great Expectation" lays bare the dynamic between gender, social conventions, and emotional intelligence through its varied characters and complex plot lines that each embody Victorian society. In the novel, empathy, self-awareness, and resilience in working with the intricacies of human feelings take center stage. The general is just a vehicle for this.

2.4 Wuthering Heights by Emily Brontë

In the novel "Wuthering Heights" by Emily Bronte, the characters have to deal with the ambiguous boundaries of emotional intelligence in 19th-century England. This is shown by the author's portrayal of the novel's main characters and their relationship with each other, which explores the role of love, passion, and rivalry in forming emotional dynamics. It also focuses on how gender influences how feelings are expressed and conveyed.

There are many characters, including the females among them, Catherine Earnshaw and Isabella Linton, who master the ability to showcase complex emotions such as submission to dictates of society and resistance to personal desires. Catherine, with her stormy nature and rich feelings, defies the old concept of women, who had to be taciturn, but accepted what was set for the female gender. Her relationship with Heathcliff mirrors the ever-changing nature of love on desire which cannot be bounded by usual social norms. Isabella can be considered to be the character who is called for a callous emanation of emotions and those are thoughts influenced by society's standards and its perception of femininity and decency. She cannot escape from emotional repressions and the social prison she is involved in gives the fatal result. A fault line between these two men is manifested in their various ways of emotional intelligence, which have been shaped by them through their divergent lives and experiences. In that respect, he differs from other men both because of his emotional volatility and his readiness to take prolonged revenge. He is not composed in the sense that others are. His gnawing liking for Catherine and the absence of any bound more vividly the multiplicity of human sentiments and the exceptional cocktail of revenge that leads to a mighty crack in the whole human structure.

The complete opposite stands for the Protestant manor owner named Edgar Linton. He is still timid and adept at the rules of modern times and decency. Catherine's love is manifested through the gentle side of the character along with a devoted attachment to her, and the fact, reminiscent of a more usual way of emotional intelligence. By the way, it becomes obvious that feelings, emotions, and relationships are also dependent on gender with the result of very interesting insights into the human soul that was less known and these are the most stressful, complicated things such as love, desire, and revenge. The book problematizes prevailing ideologies of gender and emotions, inducing in readers a willingness to revisit their perceptions of masculinity, femininity, and how ubiquitous human emotions are.

2.5 The Return of the Native by Thomas Hardy

Human intelligence is considered one of the most important features, that separates human civilization from nature. The story of "The Return of the Native" by Thomas Hardy aptly illustrates emotional intelligence in 19th-century rural England. The book on this matter, though gives attention to the characters that struggle with love, emotion, and society's expectations. In so doing it brings to light the complexity of human feelings with the role one's gender plays in the expressions and perception.

The protagonists like Eustacia Vye and Thomasin Yeobright are examples of how various female characters demonstrate both opposing and common expressions of emotional intelligence that are shaped by their own environmental experiences and extended societal restrictions. Eustacia, who possesses the fire and zeal that made her envisage a life out of the shackles of Egdon Heath and challenge the norm of society that gave women restricted roles in the rural community, comes to mind at this point. Clym Yeoblast's tempestuous relationship with her characterizes the turbulent nature of any person when provoked by desires and longing, which cross all boundaries of societal norms.

While Cynthia is a whole other subject, showing the mixture of femininity by being gentle and passive, it is, on the other hand, a fact, it is Thomasin who represents a generally accepted vision of femininity, marked by tenderness and resignation. Her catlike way of dealing with chaos and breaking apart contains the angles of the human spirit, despite obstacles such as constraints of gender and expected norms. Besides the emotional burden that men have to go through, like Clym Yeobright and other characters, those who are close to them and the societal pressures they face also influence them. Clym's dreams of self-fulfillment and inner pain reflect a conflict over personal desires versus social duties, in contrast to Damon's spurts of superiority and true self-nature.

With all the sensitivity manifested through the depiction of the simple countryside and human relations, "The Return of the Native" reveals the complex nature of the interrelationships between sexuality, emotion, and social norms. The novel breaks the

conventional way the notion of maleness and femaleness and makes us reconsider our notion of emotional intelligence and the obscurities of human nature.

2.6 The Scarlet Letter by Nathaniel Hawthorne

Nathaniel Hawthorne's "The Scarlet Letter" touches on the psycho-agentic issues arising in the Puritan society of 17th-century New England. The novel uses the storyline to show a female character how the feeling of guilt and shaming can affect her well-being, and this exposes the gender roles that control emotional expression and perceptions, societally's the female protagonist of the text upon which the treatment takes place,

Hester Prynne becomes the character from whom a lot of importation on emotional intelligence can be explored through resilience and inwardness. Her crisis is compounded by the idea of public shame, but Hester manages to emerge as having great mental strength despite having to handle her inner turmoil while portraying a sense of equanimity. Her conversations with her daughter Pearl, and with her lover Arthur Dimmesdale, reveal critical scenes expressing the underside of human beings, evoking the ability to have compassion and to forgive people. sexual love between woman and man is one of the themes in this book. Different emotions among characters reflected through different characters exhibit moral dilemmas.

The character Dimmesdale's conflict with his guilt and emotions of self-suppression reveals the moral behavior that society demands in men. And the pressure to conceal the true feelings and show only pious and correct emotions. The failure to disclose his feelings for Hester echoes the social standards put forward on positive emotions which he assumes to be strong. Roger Chillingworth, another male figure who was once Hester's husband and cold and heartless, is a different type of emotionally intelligent person, manifested through hatred and thirst for revenge. Chillingworth was a man who, under the influence of this repressed mystery became divided inside himself and his further rage and resentment started eating him alive.

The challenge of "The Scarlet Letter" offers more than the sheer deal with gender roles in emotional intelligence to the deepening of our understanding of the complexities of human nature and the consequences of public condemnation. The novel inverts the traditional depiction of morality and vice, prompting its readers to think about what sin, salvation and humanity's potential for empathy and kindness mean.

2.7 To the Lighthouse

Virginia Woolf's "To the Lighthouse" exhibits how men and women manifest different ways of conveying and understanding their feelings. Woolf delves into the impact of societal norms on this contrast, where women tend to be more responsive to their emotions and inner conflicts. Consequently, it gives an indication of the sex-linked standpoints regarding emotional intelligence since women are more sensitive to their emotions and internal struggles generally. Female characters such as Mrs. Ramsay and Lily Briscoe showcase profound emotional intricacy and sensitivity. In her character as a nurturing mother, Mrs. Ramsay is full of warmth for others' feelings. Her capability to identify with those around her and share in their emotions indicates high emotional intelligence. On the other hand, male characters like Mr. Ramsay have difficulty in revealing their emotions openly. Mr. Ramsay is presented as an intellectual but distant person, not providing much of the emotional depth as the female characters, highlighting the societal expectations of masculinity of the time.

2.8 The Grass Is Singing

Doris Lessing notes the different emotional responses of men and women to atrocities committed in colonial Africa in her novel "The Grass is Singing". Lessing discusses power struggles and race relations and shows how these issues interact with gender and affect emotional expression. This gives us a solid insight into the emotional intelligence of society. Mary Turner, the main character, experiences a strong sense of a hostile environment. Her emotional path reveals intense internal struggles and vulnerabilities influenced by social expectations and racial prejudices. But male characters like her husband, Dick Turner, exhibit emotional stress and withdrawal. His passive and distant attitude symbolizes his lack of empathy or emotional understanding of others.

2.9 Beloved

"Beloved" by Toni Morrison explores the emotional experiences of male and female characters in the context of slavery and its aftermath. In the novel, both genders deal with intense feelings stemming from trauma and loss; and Morrison shows how such emotions affect emotional responses. Female characters, inclusive of Sethe and Denver cope with deep-seated feelings stemming from past traumas and societal injustices. The understanding of their feelings and those of others highlights their emotional resilience and vulnerability in the face of profound suffering. In contrast, Male characters such as Paul D struggle to understand and express their feelings due to the harsh realities of their past. Paul D's internal conflicts and emotional distance serve as a contrast to the emotional depth and resilience demonstrated by the female characters. This sheds light on how gendered perspectives can influence emotional intelligence in literature in the face of systemic injustice.

2.10 The Great Gatsby

F. Scott Fitzgerald, in his novel "The Great Gatsby," explores the compelling side of emotional intelligence, a period that coincided with the Roaring Twenties, a period that was characterized by excesses, lavish living, and social upgrades. In its way, the novel visually depicts character relationships and their interpersonal relations of heart, thus playing a role in exposing the complexities of gendered emotional intelligence.

Female characters portrayed as Daisy Buchanan and Jordan Baker, who represent various social conditions, desires, and emotions in a complex context of society are difficult to avoid. Daisy, Gatsby's obsession, her exterior most shimmers of undimmed loveliness and pleasure coupled with her inner unrest and discontent with her life. Jordan aptly portrays social elites with her cold-heartedness, adding her particular intellectual line to the inhabitants of wealth and luxury stereotype. Contrary to the statements that every in the novel female roles has the most powerful emotions, male figures like Jay Gatsby and Tom Buchanan also have their emotions and aspirations, only manifested in different ways. Gatsby, as a central figure in the American Dream, is directly driven by his primary objective to achieve wealth, fame, and the love of someone else. His feminine side, often hidden, yet noble is an example of the complexity of masculine attitude and the sirloin of such vulnerability. On the other hand, we have Tom Buchanan, who represents the life of an old conventional archetype of masculinity which has power, domination, and supremacy at its core. His upperman style and confident approach to relations fit into the social norms fancied by the men in the masculine-dominated Jazz Age.

As viewed through the feminized caregiving emotional intelligence, "The Great Gatsby" reveals the fallacy of the American Dream as the story rotates around Daisy and Gatsby's dreams and aspirations. At this point, the novel dismisses norms of 'masculinity' and 'femininity' and urges readers to doubt the credibility of the feelings and a fleeting pursuit of happiness amid change.

2.11 Sons and Lovers

During the late 19th and early 20th centuries, the English society touched a new era with the emotional lens' focus. This era is what D. H. Lawrence explores in his novel "Sons and Lovers". The depth and profundity in its portrayal of human relations, particularly family, love, and human beings can be best seen through elaborate characters and vivid portrayal of human emotions.

Through characters like Gertrude Morel and Miriam Leivers, we see their characters as having a feeling of depth. They look deeply into the world and themselves. Gertrude, who plays the protagonist, faces the challenge of desires and feelings unfulfilled as well as stifled due to the marriage and wants to get plentiful emotional fulfillment using her relationships with the sons. The deep-rooted attachment of Mrs. Dalloway to her son Paul exploits the chief purpose of the novel and awakens one to the feelings of maternal bliss and obsession. Through Miriam, Paul's intellectual as well as soul-searching partner, this spiritual and emotional depth that is dusted by social constraints on femininity is expressed. Her fine perception of human feelings and connections is what makes her one of the unique female characters depicted in the novel. It appears to give a sense of opposition to the traditional way of seeing gender roles. Besides the female characters, even the male characters like Paul Morel and Walter Morel humanize their emotional ground by pursuing, the course of seemingly different novels at their conscious level. Paul, struggling on the one hand with conflicting feelings of love for his mother and longing for his freedom and fulfillment, and on the other hand with contending emotions of guilt and discontent, faces the dilemma of either his mother or himself. His character becomes the embodiment of the novel's central theme – a crossroad toward emotional development and self-discovery. It also symbolizes the changes in masculine traits and the concept of identity during the 1920s.

Walter Morel, who is Paul's Father, belongs to an old, traditional type of masculine personality that is pervaded by emotional inexpressibility and patriarchal authority. The protagonist's explosive temperament and authoritarian manner of conduct reveal that society and its standards are just the reason for the imperfections in men, especially in those living in the setting of the working class depicted by the novel. The book thus, in a way, examines the delicate nature of emotional intelligence especially based on gender. It gives a poetic representation of the desperate emotional pursuit that centers on self-realization and human connections. The novel includes an element of a female challenge to traditional gender roles and exemplifies these notions for all of us. It stimulates us to look back on the nature of love, personality, and endurance and to realize all connections and dependencies in our changing world, providing an adequate review of the literature.

3. Methodology

3.1 Theoretical Framework

In the context of the title "Exploring Emotional Intelligence and Gender Dynamics in 19th and 20th-Century Literature: A Comprehensive Analysis," the theoretical framework draws upon Social Role Theory and Gender Schema Theory to understand how societal norms and cultural expectations influence the portrayal of emotional intelligence in 19th and 20th-century literature.

Social Role Theory and *Gender Schema Theory* offer insights into how societal norms and cultural expectations influence emotional intelligence, thus relating to emotional intelligence research. Social Role Theory suggests that societal expectations and gender roles shape behavior and psychological attributes, impacting the expression and perception of emotional intelligence. This theory highlights how male characters, adhering to ideals of masculinity, may suppress emotions, potentially affecting their emotional intelligence, while female characters, aligning with expectations of femininity, may exhibit greater emotional sensitivity and empathy, influencing their emotional intelligence.

Similarly, *Gender Schema Theory* posits that individuals internalize cultural stereotypes and schemas related to gender, affecting their perception and interpretation of emotions, thereby influencing emotional intelligence. This theory suggests that readers and authors construct gendered representations of emotional intelligence in literature based on these schemas, impacting how emotional intelligence is portrayed in male and female characters. Furthermore, portrayals of emotional intelligence in literature may either reinforce or challenge traditional gender norms, reflecting broader societal attitudes toward emotional expression and intelligence. Overall, these theories offer valuable frameworks for understanding the complex interplay between gender, societal expectations, and emotional intelligence. Figure 1 illustrates the relationships between the title, theoretical framework, and the examination of differential expression and perception of emotions in male and female characters within 19th and 20th-century literature.

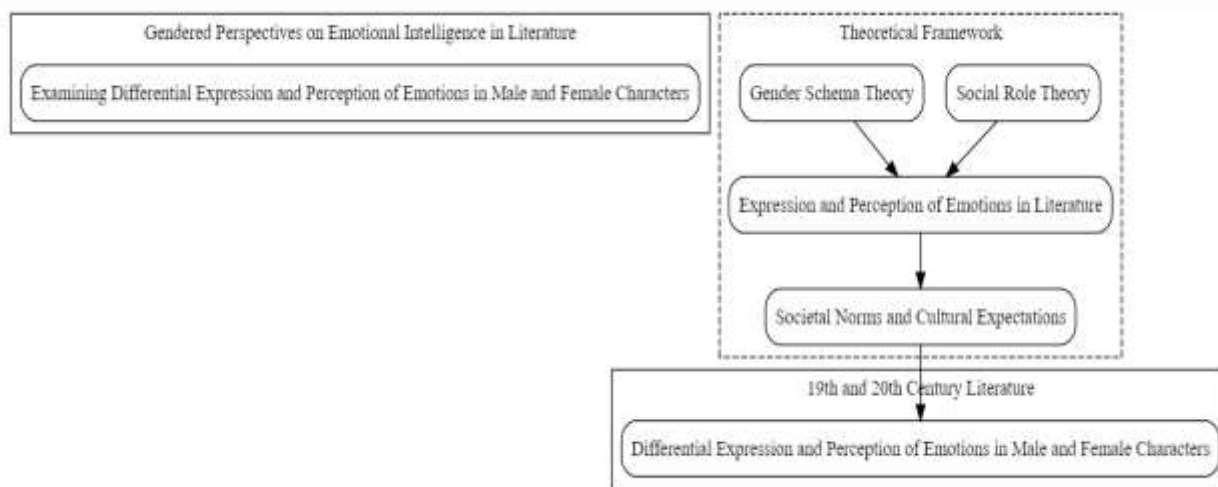


Figure 1: Gendered Perspectives on Emotional Intelligence in Literature: Examining Expression and Perception of Emotions in Male and Female Characters (19th and 20th Century)

3.2 Activities of Emotional Intelligence Within the Context of 19th and 20th-Century Literature

Figure 2 illustrates the key activities of emotional intelligence within the context of 19th and 20th-century literature, specifically focusing on the expression and perception of emotions in male and female characters. At the core of emotional intelligence are two primary activities: the expression of emotions in literature and the perception of emotions in literature. These activities encapsulate how emotions are portrayed by characters within literary works and how they are interpreted by readers. The relationships depicted in the figure highlight the integral connection between these activities and the examination of differential expression and perception of emotions in male and female characters. The expression of emotions directly contributes to understanding how emotions are differently depicted based on gender roles and societal norms, while the perception of emotions influences how readers interpret these depictions and perceive the emotional intelligence of characters.

Overall, figure 2 provides a visual representation of the interplay between emotional intelligence activities and the portrayal of gendered perspectives on emotional expression and perception in literature from the 19th and 20th centuries.

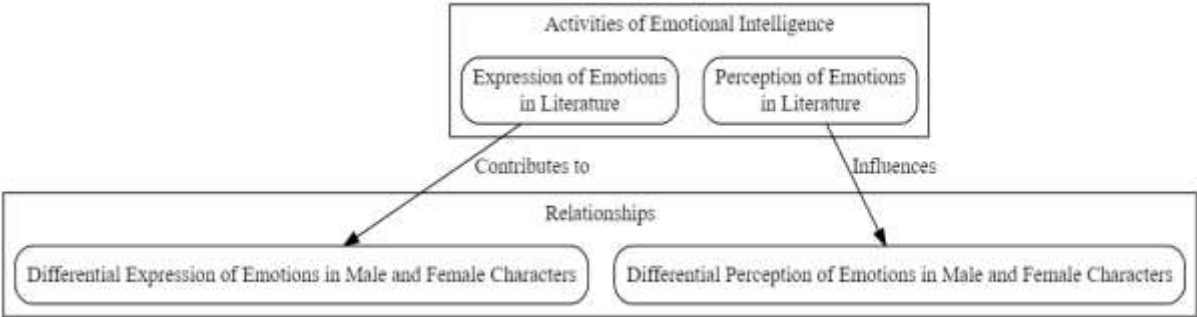


Figure 2: Activities of Emotional Intelligence and their Relationships with Differential Expression and Perception of Emotions in Male and Female Characters within 19th and 20th-Century Literature

The methodology employed in this study encompasses a comprehensive review of existing literature, with a specific focus on literary works from the 19th and 20th centuries. Through meticulous compilation, the research seeks to create a thorough inventory of these works, spotlighting those featuring prominent male and female characters. Figure 3 provides an overview of the methodology employed in this study, illustrating the systematic approach to data collection and analysis. The methodology encompasses four main components: data collection, content analysis, qualitative analysis, and operationalization of emotional intelligence variables. Through a comprehensive review of existing literature and a meticulous compilation of works, the study gathers a diverse range of texts featuring male and female characters. Content analysis is then utilized to identify instances of emotional expression and perception within these texts, followed by qualitative analysis to explore the contextual nuances surrounding emotional instances. Finally, emotional intelligence variables are operationalized to assess various aspects of emotional intelligence, facilitating a comprehensive evaluation of portrayed characters.

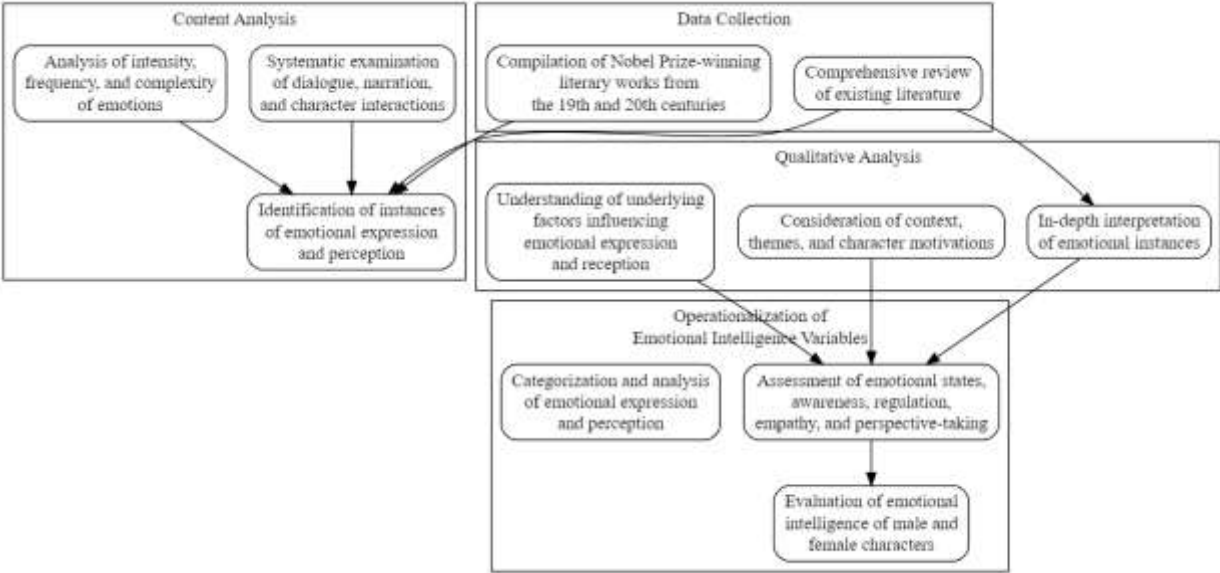


Figure 3: Methodology Overview: Data Collection, Content Analysis, Qualitative Analysis, and Operationalization of Emotional Intelligence Variables

3.3 Data Collection

3.3.1 Selection of Literary Works

The methodology for this research involves a comprehensive review of existing literature to elucidate the intersections of emotional intelligence, gender roles, and the representation of emotions within literary contexts. The primary focus will be on Nobel Prize-winning literary works from the 19th and 20th centuries, chosen for their historical significance and cultural impact. These works will be meticulously compiled to create a thorough inventory, with a spotlight on those that prominently feature male and female characters. In the context of data collection, the selection of literary works forms a crucial component of the methodology. Our approach involved carefully curating a diverse range of prominent literary pieces from both the 19th and 20th centuries, chosen specifically for their renowned character development and exploration of emotional experiences. The selected works encompass a wide array of genres, themes, and narrative styles, ensuring a rich and varied dataset for our analysis of gendered perspectives on emotional intelligence in literature. From the 19th century, classics such as "Pride and Prejudice" by Jane Austen and "Great

Expectations" by Charles Dickens provide insights into societal norms and emotional complexities of the era. Meanwhile, from the 20th century, works like "To the Lighthouse" by Virginia Woolf and "Beloved" by Toni Morrison offer modern perspectives on gender dynamics and emotional expression. By including literary masterpieces such as "Wuthering Heights" by Emily Brontë and "The Great Gatsby" by F. Scott Fitzgerald, our selection captures a broad spectrum of literary themes and contexts. These diverse selections lay the foundation for a comprehensive analysis of gendered perspectives on emotional intelligence, enriching our understanding of how emotions are portrayed and perceived across different periods and narrative settings as shown in Figure 4.

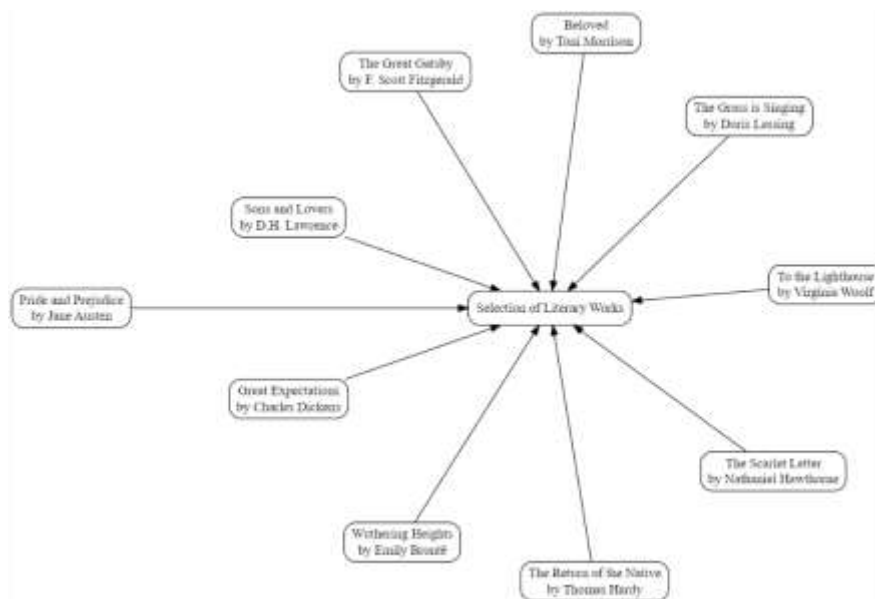


Figure 4: Selection of Literary Works from the 19th and 20th Centuries

3.3.2 Content Analysis

Content analysis will be employed to identify instances of emotional expression and perception within the selected literary texts. This analysis will involve a systematic examination of dialogue, narration, and character interactions to identify cues related to emotional states and responses. Special attention will be given to factors such as intensity, frequency, and complexity of emotions portrayed by male and female characters.

3.3.3 Qualitative Analysis

Qualitative methods will be utilized to conduct an in-depth interpretation of the identified instances of emotional expression and perception. This qualitative analysis will consider the context, themes, and character motivations surrounding emotional intelligence within the selected literary works. Emphasis will be placed on understanding the underlying factors influencing emotional expression and reception, particularly concerning the gender of the character expressing them.

3.3.4 Operationalization of Emotional Intelligence Variables

Emotional intelligence variables will be operationalized to assess emotional states, awareness, regulation, empathy, and perspective-taking within the context of the selected literary works. This operationalization will involve categorizing and analyzing instances of emotional expression and perception to evaluate the emotional intelligence of male and female characters. By systematically assessing these variables, the research aims to gain insights into the nuanced portrayal of emotional intelligence and its intersections with gender roles in literature.

Overall, this methodology combines content analysis and qualitative methods to comprehensively analyze the portrayal of emotional intelligence and gender dynamics within selected literary works. By operationalizing emotional intelligence variables and conducting in-depth interpretation, the research aims to uncover patterns and disparities in emotional expression and reception, contributing to a deeper understanding of gendered perspectives on emotional intelligence in literature.

4. Findings

Through the study, we enlighten others about the conflicting role that the gendered perspective and emotional intelligence play within literature. With regards to gender issues, men are associated with adherence to social expectations, either the expression of anger or stoic looks, whereas women are depicted as social rebels when they display emotions that are not just anger or sadness.

Society depicts males as tough enough to deal with hardships in better ways and as superior in authority, while females are viewed as emotionally sensitive and vulnerable, thus, keeping the gender stereotype stereotype. Male and female characters in the film similarly deal with mental competence but from varying standpoints, depicting how emotional intelligence is multifaceted and affects society. Being literature, some of them are breaking through the conventions of traditional gender roles that restrict emotions by presenting characters who disobey the common belief about an emotional expression which is the normal emotional behavior, and then question society's conventional opinions about masculinity and femininity.

- Gendered Patterns of Emotional Expression: Masculine characters in different genres mostly portray feelings of anger and stoic thinking to fit the society while women's emotions depict cultural diversity and breaking the gender stereotypes.
- Societal Influences on Emotional Perception: Public opinion, for the most part, is that men always display their emotions and are considered leaders in the community. This is at odds with the contrary perception of women as being only emotional and sensitive, which only manifests the gender stereotypes that are prevalent today.
- Complexity of Emotional Intelligence: These characters are presented as having different ways of expressing their emotional determinants, such as controlling or not controlling their emotions through the different perspectives of gender which in turn teach the public about the complex nature of emotional intelligence and how it differ from one point to the other.
- Subversion of Gender Stereotypes: Although some literary works reinvent societal expectations that men ought to be emotional beings, they also effectively beg the question, to what extent do we believe in certain traditional perceptions of male and female genders?
- Intersectionality of Gender and Other Identities: All aspects of social structure form an integrated web, and consequently gender overlaps with race and class to create a certain set of patterns, manifestations, and feelings, particularly for people who belong to socially marginalized groups.

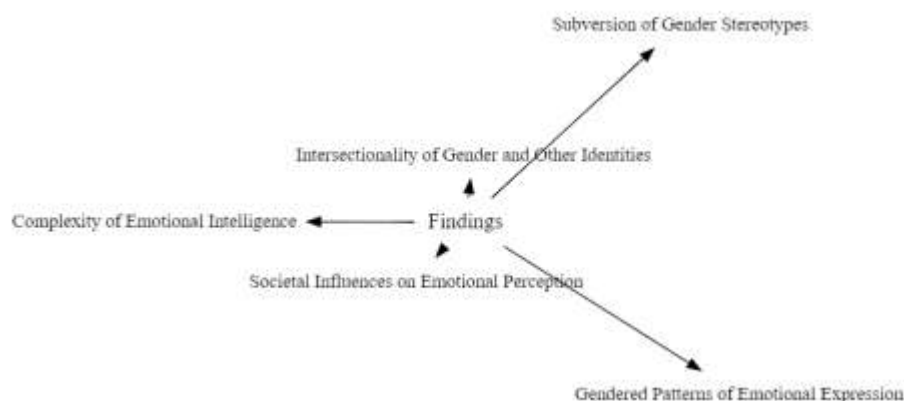


Figure 5: Findings on Gendered Perspectives and Emotional Intelligence in Literature

Furthermore, as a result of the intersecting components, such as gender, with other identities, like race and class, characters from marginalized groups display a spectrum of mixed emotions even when writing. Overall, the above points remind us how studious authors and researchers should acknowledge the underrepresentation of women and arrive at more gender-inclusive conclusions.

5. Conclusion

The journey we have been through the literary landscapes of the 19th and 20th centuries has brought us to the realization of the profound insights that the complex interaction between emotional intelligence and gender dynamics in famous literary works gives us. We have discovered that through the analysis of a wide range of novels, the gendered patterns of emotional expression which often contradicted the usual norms were brought to the fore, thereby questioning the conventional beliefs. The Social Role Theory and Gender Schema Theory are the theoretical frameworks that helped our research to clarify the connection of social norms and cultural expectations with the depiction of emotional intelligence in the male and female characters. Throughout the story, male characters are usually shown as emotionally restrained, as they are acting according to the traditional notions of masculinity, whereas the female characters are going against the gender norms by presenting a whole set of emotions that have nothing to do with femininity, emotion-wise. Furthermore, our findings proved the complexity of emotional experiences portrayed in the literature, hinting at the crossness of social identities, e.g. gender, with others like race and class. Characters from marginalized groups went through a range of emotions; thus, emotional expression was depicted to show that social norms and their intersections are the factors that define a person's emotional experience. Through the support of our study, we have added a voice to the discussions arising from the representation and diversity of the literary world. Through the difficult task of

overcoming the traditional views and pushing for a critical look at the societal norms that are hidden in the literary narratives, we are creating a new way of looking at the issue of human emotional intelligence and the gendered perspectives on this topic in literature. At the end of our research, we see that the need for further investigation is emerging from this complicated topic, and we encourage future researchers to carry out more studies on a wider range of literary works to have a better insight into the emotional intelligence of gender stereotypes in literature.

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