

Research Paper

Study of Gender Differences in Emotional Intelligence of Adolescent Students

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ABSTRACT

Adolescent is the developmental stage that marks the transition from childhood to maturity, involving extensive physical and psychological advancement. Beyond these basic changes, it represents a crucial phase for cognitive and behavioral refinement. This study explores variations in emotional intelligence among teenage learners based on gender. The research sample consisted of 200 high school students (100 males and 100 females) intentionally selected from institutions in Dhanbad, Jharkhand. Participants were between 15 and 19 years old. Data collection utilized the Emotional Intelligence Scale developed by Hyde, Pethe, and Dhar (2002). A t-test evaluated the differences between the two groups. The findings revealed no significant statistically meaningful difference in emotional intelligence scores between male and female students.

Keywords: *Emotional Intelligence, Gender differences, Adolescent*

In the current era, scholarly interest has shifted heavily toward the study of emotional intelligence (EI), highlighting how managing feelings impacts personal and professional achievements (Ashkanasy, 2003; Bar-On, 2006). This area becomes particularly vital during the teenage years, typically spanning ages 15 to 19, when rapid biological and mental transformations heavily shape character. Frequently characterized as a turbulent period of "stress and storm," this life stage is deeply influenced by how an individual processes internal changes. Historically, the concept was introduced by Mayer and Salovey (1990) to describe the capacity to identify emotional states in oneself and others to direct behavior, though it gained widespread public attention through Goleman's 1995 book highlighting its superiority over traditional IQ. Fundamentally, EI represents the power to foster constructive connections both internally and with society, driving practical studies across disciplines like psychology, business management, and education. Mayer and Salovey (1997) later refined this definition as a four-part skill set: precise emotional perception, cognitive facilitation through feelings, comprehension of complex emotional dynamics, and emotional regulation for personal advancement. Similarly, Coleman (2008) described it as the proficiency to detect, differentiate, and accurately categorize distinct feelings, utilizing that data to govern thoughts and conduct.

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Numerous investigations by behavioral researchers and psychologists explore the concept of emotional intelligence (EI). According to Bar-On (2002), an individual's emotional maturity relies on traits like self-awareness, personal fulfillment, social connectivity, objective thinking, resilience, positivity, and general well-being. Consequently, many experts argue that a purely academic focus leaves learners unprepared for upcoming obstacles in their personal and social lives. Real-world observations frequently show top-tier academic students falling behind less scholarly peers. This trend stands out sharply in arenas like governance, entrepreneurship, and public administration (Singh, 2002).

An investigation by Harrod and Scheer (2005) involving 200 teenagers aged 16 to 19 demonstrated notable variations in emotional intelligence (EI) scores between genders, with young women exhibiting superior levels. Similarly, Abdullah (2006) determined that specific facets of EI serve as strong predictors of higher education academic success. Evaluating literature centered on university undergraduates, Abraham (2006) deduced that cultivating proper emotional competencies is vital for professional achievement and vocational satisfaction. Furthermore, Qualter, Whiteley, Hutchinson, and Pope (2007) discovered that elevated EI helps learners navigate the shifts between educational tiers more effectively. Finally, looking at professional environments, Adeyemo (2008) observed that female employees across various institutions possessed markedly higher EI than male staff members.

Research by Khokhar and Kush (2009) indicates that managers with elevated emotional intelligence deliver superior workplace performance. Shifting the focus to younger demographics, Khan and Ishfaq (2016) demonstrated that teenage emotional maturity varies significantly based on gender, family wealth, and institutional background. Furthermore, a comparative study by Senad (2017) revealed that students enrolled in the CBSE curriculum exhibit stronger emotional control, internal drive, and peer empathy than those in ICSE schools. Senad (2017) also noted that female pupils generally display higher levels of empathy, drive, and overall emotional awareness. However, when evaluating specific sub-attributes like emotional comprehension and relationship management, the data showed no meaningful variation between male and female students across either educational board. Ultimately, these collective findings underscore that emotional capabilities serve as a primary foundation for personal fulfillment and success.

Objectives

- To compare the emotional intelligence among male and female students of higher secondary school.

Hypotheses

- **H01:** There is no significant difference between male and female of secondary school students on emotional intelligence.

METHODOLOGY

Sample

The study was conducted on 200 adolescents (100 male and 100 female) studying in senior secondary schools. 1st and 2nd-year students were taken as a sample. Their ages range from 15 to 19 years. Purposive sampling technique was used to collect the data.

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Instruments

Emotional Intelligence Scale developed by Hyde, Pethe, and Dhar (2002) was used to collect the data. This Scale has 34 items, covering 10 different factors, which are self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behaviour. Each item or statement should be scored 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for strongly disagree. The tool has both positive and negative items. The reliability of this inventory was established through the split-half method with a coefficient of 0.88. In order to find out the validity from the coefficient of reliability, the reliability index was calculated, which indicated high validity on account of being 0.93.

Procedure

The male and female, studying in the senior secondary school of different areas in Dhanbad Jharkhand, were selected purposively. The students were asked to answer each item according to the response format provided in the questionnaire. The students were explained how to fill out the questionnaire. The participants were encouraged to approach the investigator whenever they needed clarification for any doubt. The obtained data were analyzed with the help of t-test.

RESULTS

Table No. 1 Means, SD and “t” scores of all Students on Emotional Intelligence.

Gender	N	Mean	SD	SED	df	t-score
Male	100	116.60	24.07	3.34	198	-1.37
Female	100	121.17	23.10			

Table No. 2 Level of Significance and Critical t-value.

Level of Significance	Critical t-value
0.05 level	± 1.97
0.01 level	± 2.60

Since: $|-1.37| < 1.97$

the obtained t-value does not reach the required critical value.

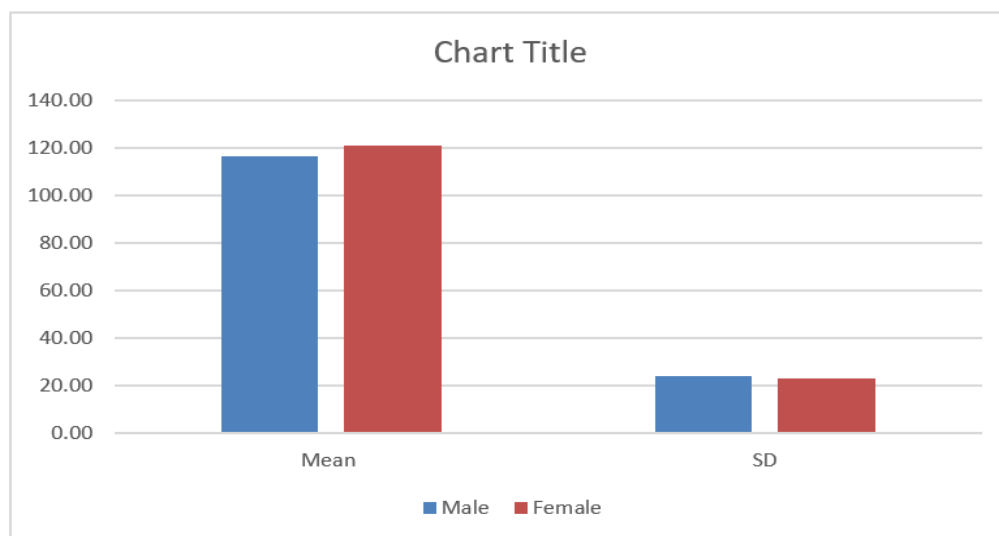


Fig: 1 Bar graph showing mean and SD difference of male and female students on emotional intelligence

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Above table (fig. 1 of bar graph) indicate means (116.60, 121.17) and SD (24.07, 23.10) respectively. The calculated t-value (-1.37) for emotional intelligence scores between male and female students was found to be non-significant at the 0.05 level with 198 degrees of freedom. Hence, no significant gender difference was observed in emotional intelligence. Therefore, it can be said that H01 “There is no significant difference between male and female of secondary school students on emotional intelligence.” is to be accepted. It is observed that secondary school male and female do not differ significantly on emotional intelligence. Similarly, these results are in line with the investigations carried out for male and female higher secondary students, that does not differ significantly on the composite score of emotional intelligence. Thus, the results are in line with the investigations carried out by Singh (2006), Sharma (2012) and Gupta and Kumar (2010). These investigations have revealed that there is no significant difference of emotional intelligence among adolescents with reference to gender (male/female).

DISCUSSION

As we have seen, there is not any significant difference in emotional Intelligence of male and female students of senior secondary school but still there are some small differences in mean and SD of both. In this study, the data shows female as more emotionally intelligent in comparison to male students. The present study is helpful to develop a new curriculum keeping in view the importance of adolescence period and emotional intelligence. The teacher will be able to use the effective teaching strategies and plan for a better future of adolescents. The study will also be helpful for the psychologists, teachers, and parents to guide properly their wards and channelize the energy to make students physically, mentally and emotionally healthy. So that, they can adjust themselves in new circumstances and take the right decision for the bright future and progress in the life.

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Conflict of Interest

The author declared no conflict of interest.

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