



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Comparative Analysis Of Emotional Intelligence Between Male And Female Students

Dr. Nagorao Manikrao Palwade

Head, Department of Psychology,
B. Raghunath College, Parbhani, M.S.

Abstract

The present study aims to compare the level of emotional intelligence between male and female students. A sample of 200 college students (100 males and 100 females) was selected through random sampling. Emotional intelligence was assessed using the Emotional Intelligence Inventory developed by S. K. Mangal and Shubhra Mangal. The mean score of male students was 128 with a standard deviation of 19.40, whereas the mean score of female students was 138 with a standard deviation of 27.40. The calculated t-value (2.98) was found to be statistically significant, indicating a significant difference in emotional intelligence between male and female students. The results revealed that female students possess a higher level of emotional intelligence compared to male students.

Keywords: Emotional Intelligence, Gender, Students.

Introduction

Emotional intelligence (EI) refers to the ability to perceive, understand, and regulate emotions in oneself and others (Salovey & Mayer, 1990). Goleman (1995) emphasized that emotional intelligence contributes more to success in life than cognitive intelligence. It encompasses various dimensions such as self-awareness, empathy, motivation, and interpersonal skills.

Emotional intelligence (EI) refers to the ability to perceive, understand, manage, and utilize emotions effectively in daily life. Its relevance in educational and psychological domains has grown, prompting inquiry into demographic variables such as gender. Numerous studies suggest that females generally demonstrate higher emotional intelligence than males, particularly in areas of empathy and emotional regulation. Christov-Moore et al. (2014) found females recognize emotions more quickly and accurately compared to males. Theoretical models posit that socialization processes may play a key role, with females encouraged to cultivate emotional skills. Conversely, some research indicates that individual differences can outweigh group averages, emphasizing the complexity of EI as a construct. This investigation aims to further elucidate gender differences in emotional intelligence among university students using psychometrically validated measures.

Gender differences in emotional intelligence have been a topic of extensive research. Studies indicate that females tend to score higher on measures of emotional awareness and empathy, while males may demonstrate better emotional regulation in certain contexts (Bar-On, 2006; Brackett et al., 2004). According to Petrides and Furnham (2000), gender variations in emotional intelligence may be due to socialization patterns, emotional expression norms, and personality differences. Hence, the present investigation was undertaken to compare the emotional intelligence levels among male and female students.

The question of whether EI differs by gender is a perennial area of investigation in psychology. Past studies on this comparison have yielded varied results, though a general trend favors females. A meta-analysis by Joseph and Newman (2010), for instance, suggested that females tend to score moderately higher than males on general EI measures. This difference is often attributed to gendered socialization processes, where females are encouraged to be more emotionally expressive and attuned to relational dynamics (Toma, 2017). Conversely, some studies using ability-based models of EI, like the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), find that differences are more nuanced, sometimes favoring males in emotion management or showing no significant difference at all (Mayer et al., 2008). Therefore, conducting studies on diverse student populations using different assessment tools remains crucial for refining the understanding of this relationship.

This study aims to contribute to this body of knowledge by directly comparing the Emotional Intelligence scores of male and female students in a specific educational setting. The results will provide empirical evidence regarding the presence and magnitude of gender-based differences in EI within this population.

Method

Statement of the Problem

To study and compare the emotional intelligence of male and female students.

Objectives

1. To assess the level of emotional intelligence among male students.
2. To assess the level of emotional intelligence among female students.
3. To compare emotional intelligence between male and female students.

Hypotheses

There is a significant difference in emotional intelligence between male and female students.

Sample

Present investigation was confined to the senior college going students from Parbhani District, Maharashtra State of India. Participants of 200 subjects was selected for this study through randomize sampling, in which 100 male and 100 female students from different educational institutions. The efforts were made to have the sample as representative as possible in terms of education, gender and area of living. All the subjects were similar kind of socio-economic status.

Research Design

The study followed a comparative survey design using quantitative methods. The study utilized a Comparative Research Design (also known as an ex post facto design), which involves comparing two or more naturally existing groups on a single dependent variable.

Variables

Gender (Male, Female) is Independent Variable and Emotional Intelligence is Dependent Variable in present investigation.

Tools

Emotional Intelligence Inventory: The Mangal Emotional Intelligence Inventory consists of 100 items, measuring four dimensions: intrapersonal awareness, interpersonal awareness, intrapersonal management, and interpersonal management.

Operational Definitions

- Emotional Intelligence: Level of Emotional intelligence of students were determined by the total score obtained by Emotional Intelligence Inventory developed by S. K. Mangal and Shubhra Mangal.
- Gender: Students identifying as male or female and currently enrolled in college.

Results and Discussion

Group	N	Mean	SD	t-value	Level of significance
Male	100	128	19.40	2.98*	0.01
Female	100	138	27.40		

The calculated t-value (2.98) exceeds the critical value (0.01 level), indicating a statistically significant difference between male and female students. Female students showed higher emotional intelligence (M = 138) compared to males (M = 128). These findings are consistent with previous studies (Brackett et al., 2004; Singh, 2013) reporting that females generally demonstrate better emotional understanding and empathy than males. Social and cultural factors may influence emotional expression and awareness, which contributes to these differences. The present findings align with prior research illustrating higher emotional intelligence in females, attributed to both socialization and psychological factors. These results echo Bar-On's (2006) assertions and Christov-Moore et al. (2014) that women tend to possess greater empathy and regulatory abilities, potentially enhancing educational experiences and overall well-being.

This finding aligns with a significant portion of the existing psychological literature which suggests that women tend to outperform men on measures of emotional intelligence, particularly in areas related to emotional perception and social awareness (Joseph & Newman, 2010; Mayer et al., 2008). This observed gender gap may reflect gender-role socialization, where girls are often encouraged to be more attuned to emotional cues and to foster interpersonal skills, while boys may be socialized to suppress emotional expression, particularly vulnerability (Toma, 2017).

However, research stresses the importance of not overgeneralizing, acknowledging vast individual differences within each group. The results further highlight the need for targeted interventions to develop EI across genders and enhance academic and life outcomes.

Conclusions

1. There is a significant difference in emotional intelligence between male and female students.
2. Female students possess higher emotional intelligence compared to male students.
3. Emotional intelligence development programs should consider gender-based differences in emotional expression and regulation.

References

1. Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). *Psicothema*, 18(Suppl), 13–25.
2. Brackett, M. A., Mayer, J. D., & Warner, R. M. (2004). Emotional intelligence and its relation to everyday behaviour. *Personality and Individual Differences*, 36(6), 1387–1402.
3. Christov-Moore, L., et al. (2014). Gender differences in empathy, emotional intelligence and problem recognition. <https://www.sciencedirect.com/science/article/pii/S0260691722003859>
4. Extremera, N., & Fernández-Berrocal, P. (2005). The role of emotional intelligence in adolescence. *Salud Mental*, 28(1), 11-17.
5. Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
6. Jan, S., Manzoor, J., Hijaz, S.W., & Baba, A.H. (2025). Gender differences in emotional intelligence: A comparative analysis of male and female responses across key EI components. *Khel Journal*, 12(1), B, 3636. <https://doi.org/10.22271/kheljournal.2025.v12.i1b.3636>
7. Joseph, D. L., & Newman, D. A. (2010). Emotional intelligence: An integrative meta-analysis and cascading model. *Journal of Applied Psychology*, 95(1), 54-78.
8. Mangal, S.K., & Mangal, S. (2009). *Manual for Mangal Emotional Intelligence Inventory*. National Psychological Corporation.
9. Mayer, J. D., Salovey, P., & Caruso, D. R. (2008). Emotional intelligence: New directions for theory, research, and applications. *American Psychologist*, 63(6), 503–517.
10. Petrides, K. V., & Furnham, A. (2000). Gender differences in measured and self-estimated trait emotional intelligence. *Sex Roles*, 42(5–6), 449–461.
11. Petrides, K.V., & Furnham, A. (2004). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality*, 18, 179–202.
12. Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211.
13. Singh, D. (2013). *Emotional intelligence at work: A professional guide*. Sage Publications.
14. Toma, R. (2017). Gender differences in emotional intelligence among university students. *Procedia-Social and Behavioral Sciences*, 237, 1373-1377.