

A Comparative Study on Emotional Intelligence Among Male and Female Adolescents in Chennai

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Abstract: Adolescence represents a transitional phase from childhood to adulthood, characterized by significant physiological and psychological development. It is a crucial period marked by cognitive maturation and behavioral changes. The present study aims to examine the differences in emotional intelligence between male and female adolescents. A total of 100 participants, comprising both males and females, were selected for the study. Emotional intelligence was assessed using the Emotional Intelligence Scale (EIS). Data analysis was conducted using the independent samples t-test, which revealed a statistically significant difference between the two groups ($p = 0.0158$). The findings indicate that male and female adolescents differ significantly in their levels of emotional intelligence.

Keywords: Emotional Intelligence, Psychological Growth.

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I. INTRODUCTION

Emotional intelligence is a set of skill that underlie accurate appraisal ,expression and regulation of emotion .Emotional intelligence is a feeling side of intelligence. The concept of emotional intelligence was first introduced by Salvoey and Mayer who considered emotional intelligence as “ the ability to monitor ones own and others emotion ,to discriminate among them ,and to use the information to guide ones own thinking and actions” .Emotional intelligence (EQ) is used to express emotional intelligence in the same way as IQ is used to express intelligence .In simple terms, emotional intelligence refers to the ability to process emotional information accurately and efficiently . *concerns the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought*” (Mayer et al., 2008, p. 511).

According to almost three decades of research, emotional intelligence (EI) results from the interaction of intelligence and emotion (Mayer, Salovey, & Caruso, 2004). EI refers to an individual's capacity to understand and manage emotions (Cherry, 2018).

Mayer, Salovey and Caruso's EI Ability Model (Faltas, 2017) The four branch model ability model of emotional intelligence are divided into broad four areas such as;

➤ Perceive Emotions

In this form of emotion one can perceive emotions through facial expression and through bodily gestures of others. Its a form of non verbal perception to express a persons emotions. Using emotions to facilitate thought-Through this form it can facilitate in the process of thinking Understanding emotions- This branch of emotion deals with understanding ones own emotions and being able to analyse it, this also involves in capacity to label and discriminate between feelings. Manage emotions -This emotional management includes an individuals personality with goal s,self knowledge and social awareness which helps in shaping emotion (Mayer et al.,2004).

Emotional intelligence (EI) is considered to be one the most important skill among student because as it helps to understand and manage ones own emotion and regulate it according to a situation. EI contributes in better communication skills, in building strong relationship among

peer group, self awareness and also in stress management. Children with emotional intelligence often do better in school.

- Increased focus: The level of focus improves an individuals academic performance.
- Stronger motivation: The level of emotional stability results in better goal setting and intrinsic motivation.
- Better communication with teachers: Emotionally intelligent children are curious and seek to explore the environment setting.

➤ *Mental Health Benefits*

Emotional intelligence supports children's mental health. It helps them:

- Reduce anxiety: Emotionally intelligent kids can better manage feelings of anxiety and fear, leading to fewer overwhelming emotions.
- Build self-esteem: Understanding their emotions helps children develop a positive sense of self-worth.
- Cope with stress: Children who know how to manage their emotions can handle everyday stress and avoid burnout. By focusing on developing emotional intelligence, we can support children's mental well-being and overall happiness.
- Stay calm: Managing emotions helps children remain calm during arguments or tense situations.

II. ADOLESCENCE AND EMOTIONS

Adolescence is a critical development stage that bridges childhood and adulthood, typically ranging from 12 to 19 years. It is marked by rapid physical growth, hormonal changes and significant psychological and emotional shifts. During this period individuals experience puberty, develop their sense of identity, and begin to form more complex social relationships. Cognitive abilities also evolve, enabling adolescents to think abstractly, reflect on themselves and make independent decisions. This phase is often influenced by various external factors such as family, peers, culture and educational environments, all of which contribute to shaping their social and emotional development. Adolescents thought become more abstract, logical and idealistic. They become more capable of examining their own thoughts and others thoughts and what others are thinking about them. Adolescents developing ability to reason gives them a new level of cognitive and social awareness. Piaget believed that formal operational thought appears between the age of 11 to 15. During this stage adolescents thinking expands beyond actual concrete experiences and they begin to think more in abstract terms and reason about them.

The formation of identity during adolescence is influenced by several factors. The cultural background, family and societal values, ethnic background and socio economic status all prevail upon the adolescents search for a place in society. Family relationships become less important as the adolescents spends more time outside the home and develops a strong need for peer support and acceptance. Increased interactions with peers provide them with

opportunities with refining their social skills and trying out new behaviors.

III. EMOTIONAL DEVELOPMENT

One of the key features of emotional development in adolescence is the increased intensity and fluctuation of emotions. This can be attributed to hormonal changes and ongoing brain development, particularly in areas like the amygdala and prefrontal cortex, which are responsible for emotional regulation and decision-making. As a result, adolescents may experience mood swings, heightened sensitivity, and impulsivity. Hormonal changes, particularly the increase in sex hormones such as estrogen and testosterone, contribute to heightened emotional reactivity during adolescence (Steinberg, 2014). These biological shifts, coupled with ongoing brain development—especially in the amygdala and prefrontal cortex—affect adolescents' emotional responses and self-regulation abilities (Casey, Jones, & Hare, 2008).

Another crucial aspect is the growing importance of peer relationships. Adolescents often seek acceptance and validation from their social circle, which can deeply influence their emotional well-being. At the same time, they may begin to distance themselves emotionally from their parents as they strive for independence.

During this period, individuals also start to develop a stronger sense of empathy, moral reasoning, and emotional intelligence. They become more aware of how their actions affect others and begin to understand the perspectives and feelings of people around them. These emotional advancements play a vital role in shaping their social behavior and identity formation.

Peer relationships gain importance during this phase and significantly shape adolescents' emotional experiences. Acceptance, rejection, and peer pressure can deeply influence an adolescent's self-esteem and emotional stability (Brown & Larson, 2009). Adolescents also begin forming a clearer sense of identity and autonomy, which may lead to emotional conflict with parents or authority figures (Erikson, 1968).

IV. REVIEW OF LITERATURE

- Katoch, A. (2013). *A STUDY OF EMOTIONAL INTELLIGENCE OF ADOLESCENT STUDENTS IN RELATION TO THE TYPE OF SCHOOL*. *International Journal of Behavioral Social and Movement Sciences*, 2(3), 28–36. Retrieved from <https://ijobsms.org/index.php/ijobsms/article/view/157>

The present study explores the emotional intelligence of adolescent students in relation to the type of school they attend. A total of 300 students (152 boys and 148 girls) from senior secondary schools in the Shimla district of Himachal Pradesh were purposively selected for the study. Intact classes from Grades XI and XII were chosen from one government and one private school. Emotional intelligence was assessed using the Emotional Intelligence Inventory (MEII, 2004) developed by Dr. S.K. Mangal and Mrs. Shubra

Mangal. To analyze the data and determine the significance of differences between groups, the t-test was employed. The findings revealed a significant difference in emotional intelligence between students of government and private schools. However, no significant differences were found based on gender or residential area.

Adolescence represents a transitional phase marked by significant physiological, psychological, and emotional growth, shaping the individual's personality and behavior. This study aims to examine the emotional intelligence of adolescent students in relation to type of school, gender, and residential area. The research was conducted on a sample of 200 senior secondary students (100 boys and 100 girls), purposively selected from East Singhbhum district in Jharkhand, aged between 16 and 20 years. Emotional intelligence levels were measured using the Emotional Intelligence Inventory developed by Mangal and Mangal (2004). To determine statistically significant differences among comparison groups, the t-test was employed. The findings revealed significant differences in emotional intelligence based on school type and gender. However, no significant differences were observed with respect to students' residential area.

Keywords: Emotional Intelligence, Adolescents, Government and Private Schools, Gender Differences, School Environment.

➤ Alam, M. (2018). A study of emotional intelligence of adolescent students. *International Journal of Indian Psychology*, 6(3), 127-133. DIP: 18.01.011/20180603, DOI:10.25215/0603.011

The present study aimed to compare emotional intelligence between adolescent boys and girls. A total of 200 participants (100 boys and 100 girls) were randomly selected from four high and higher secondary schools in the Educational Zone Yaripora, District Kulgam, Kashmir (India). Emotional intelligence was measured using the scale developed by Hyde and colleagues. The data were analyzed using the t-test to identify statistically significant differences between the groups. Results indicated that adolescent boys and girls differ significantly in several dimensions of emotional intelligence. Boys demonstrated higher self-motivation, greater responsibility, and better decision-making skills, balancing emotions with rational thinking. They also scored higher on integrity, showing greater self-awareness and stronger beliefs. On the self-development dimension, boys appeared more popular and socially accepted among peers. Furthermore, boys showed higher value orientation, maintaining stronger standards of integrity. Overall, the findings revealed that adolescent boys possess significantly higher emotional intelligence than their female counterparts across multiple dimensions.

Keywords: Emotional Intelligence, Adolescents, Gender Differences, Self-Motivation, Integrity, Value Orientation.

➤ Khan, M. A., & Bhat, N. A. (2013). Emotional intelligence of adolescent boys and girls. *Educational Research and Reviews*, 8(4), 115–118

• *Exploring Gender-Based Variations in Emotional Intelligence During Adolescence*

This study examines how emotional intelligence varies between male and female adolescents during a crucial stage of psychological and emotional development. A sample of 180 students (90 boys and 90 girls), aged 16 to 19 years, was selected from senior secondary schools in a semi-urban region. Emotional intelligence was assessed using the Hyde et al. Emotional Intelligence Scale. Statistical analysis using the t-test revealed a significant gender difference in the composite emotional intelligence score, with female students scoring higher in empathy and emotional awareness, while males demonstrated greater emotional independence and decision-making ability. These findings provide insight into the gendered experiences of emotional growth in adolescence and underscore the importance of integrating emotional learning into secondary education.

Keywords: Adolescents, emotional intelligence, gender comparison, empathy, decision-making.

V. METHADODOLOGY

The main aim of the study is to compare and analyse the level of emotional intelligence among adolescence males and adolescence females in Chennai.

➤ *Hypothesis:H0*

There is no significant difference between emotional intelligence among male and female adolescence. The tool administrated was Emotional intelligence scale (EIS) By Dr. Arun Kumar Singh. The tool was reliable and valid A sample size of 100 participants were taken including 43 Male adolescence sample and 57 Female adolescence sample. A mixed method research design was applied. A data collection process involved collecting of primary data from the participants of age (13-19 years). Through Google Forms Survey. A Non random sampling technique was used.

➤ *Statistical Analysis*

The Male Emotional Intelligence and Female Emotional Intelligence were depicted and compared using a diagrammatic pie chart representation. The Average Male Emotional Intelligence computed and the Female Emotional Intelligence was computed. To compare and contrast Male and Female sample using Inferential Statistics of (T-TEST) was applied.

VI. RESULTS AND DISCUSSIONS

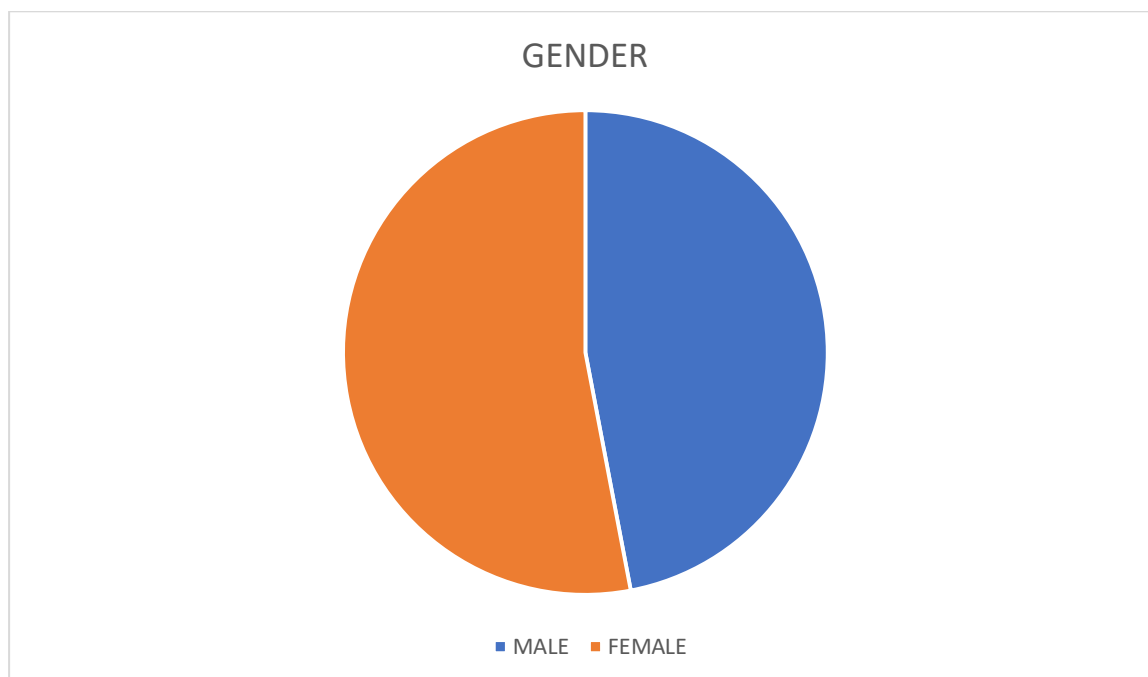


Fig 1 The Gender Distribution of EIS Scale.

The Pie chart illustrates the gender composition of a sample group consisting of 100 adolescents response. Out of which 47% were male respondents ,depicting their Emotional Intelligence level and 53% were Female respondents ,depicting their Emotional Intelligence level. As compared to Male and Female, Female has shown more response to the research study. The difference between both the gender group is moderate but meaningful depending on the context.

Table 1: The Inferential Statistical Values of the Dat

	Gender	N	Mean	Std. Deviation	p Value
Emotional Intelligence Level	Male	47	23.28	4.5	0.0158
	Female	53	21.21	4.2	

By comparing the responses from Male and Female. In that 47% were Male respondents and 53% were female respondents. And the average value of Mean for Male 23.28 and for female respondents is 21.21.The p value of the test shows 0.0158, which is lesser than 0.05, which shows that the difference between male and female group means is statistically significant at the 5% level of significance($p < 0.05$, the difference between male and female group means is **statistically significant** at the 5% level).The results also indicates that there is a meaningful difference in the average emotional intelligence scores between the two gender group. The existing literatures also supports the findings cited at there is a significant difference between adolescent boys and girls so far as their value-orientation is concerned. (Emotional intelligence of adolescent boys and girls Mahmood Ahmad Khan and Nisar Ahmad Bhat* Faculty of Education, University of Kashmir, India. Accepted 6 February, 2013).

VII. CONCLUSION

The results reveal a statistically significant difference in emotional intelligence (EI) levels between adolescent males and females, indicating that gender plays a meaningful role in how emotional intelligence develops or is expressed during adolescence. This difference is not attributed to random variation, but rather reflects a consistent and notable trend. Such a finding suggests that males and females may process, experience, and express emotions in distinct ways, potentially shaped by biological, psychological, and sociocultural influences. Recognizing these differences is important for educators, counselors, and parents, as it can guide the creation of gender-sensitive programs aimed at enhancing emotional development. Additionally, since emotional intelligence encompasses various components such as empathy, self-awareness, emotional regulation, and interpersonal skills, these gender differences may be more pronounced in specific areas.

For instance, females might excel in empathy and social awareness, while males may demonstrate stronger emotional control or stress management, depending on what aspects were measured. These insights also highlight the need for further research into the factors that contribute to such disparities, including family environment, peer dynamics, educational settings, and media exposure.

RECOMMENDATIONS

Emotions are part of our daily lives and existence. They form the very fabric of our life and interpersonal relations. There are various intensities of an emotions that can be experienced by individuals. Both men and women experience emotions in varying degree, some are highly sensitive to the various emotions they face and some handle it with effective emotional coping response to elated emotion they face. The emotional intelligence is the individuals ability to understand, use and manage ones emotions in positive ways to handle stress, communicate effectively and empathize with others. The level of emotional intelligence among males and females are different as the level of expression and management of emotions differs.

This research study findings shows that there is a significant difference among the level of emotional intelligence between males and females. This also shows that the ones ability to handle, deal and regulate emotions are different with the genders. Creating environments to students where all genders feel comfortable expressing emotions without judgements, reducing stereotypes around "emotional weakness" or "emotional control."

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