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# Gender Differences in Emotional Intelligence Among School Students of Assam

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## Abstract:

Present Study aimed at studying the emotional intelligence of school students of Assam. A sample of 200 school students, 100 male and 100 female students from Schools of Assam was selected. Sample was selected by using stratified random sampling method. The Emotional Intelligence Scale (EIS) by Hyde, Pethe and Dhar was used to assess the emotional intelligence of the sample selected. Data were analysed by using statistical technique like mean, SD and t-test. Data revealed that School students differ significantly in terms of their level of emotional intelligence when compared based on gender.

**Keywords:** Emotional intelligence, School Students, Assam

## Introduction

The twenty-first century has witnessed the rise of multiculturalism, driven by forces such as industrialization, urbanization, globalization, and the gradual disintegration of traditional family structures. In this evolving socio-cultural context, the contemporary education system largely emphasizes the development of children's cognitive abilities from the very beginning of their academic journey. However, insufficient attention is given to nurturing their emotional well-being and helping them manage the inner conflicts and emotional turbulence they often bring into the classroom.

In recent years, the concept of *Emotional Intelligence (EI)* has gained considerable recognition. Many educators now acknowledge that cognitive skills alone are no longer adequate for ensuring success in today's complex society. Emotional intelligence—defined as the capacity to perceive, control, and evaluate emotions in oneself and others—has emerged as a crucial determinant of personal and social effectiveness. It influences our interactions, decision-making, and self-awareness, playing a central role in the way we engage with the world around us.

School life serves as a foundational phase in an individual's development, bridging the gap between childhood and professional life. Numerous studies have underscored the pivotal role of emotional intelligence in fostering psychological well-being and long-term success. Therefore, cultivating emotional intelligence among school-going youth is essential to ensure they grow into balanced and resilient adults. Over time, psychologists and researchers have emphasized that emotional and affective dimensions—such as moods, feelings, and other non-cognitive factors—are as significant as intellectual capabilities in human development.

As early as 1920, Thorndike introduced the concept of *social intelligence*, defining it as the ability to understand and manage people effectively, thereby acting wisely in human relations. Later, Wechsler (1940) described intelligence as the global capacity of an individual to act purposefully, think rationally, and deal effectively with the environment. The term *Emotional Intelligence* was formally introduced by Salovey and Mayer (1990), who conceptualized it as a form of social intelligence involving the ability to monitor one's own and others' emotions, discriminate among them, and use emotional information to guide thinking and behavior.

An emerging body of research also suggests that gender may influence emotional intelligence levels. Several studies—such as those by Thingujam and Ram (2000), Ciarrochi, Chan, and Bajgar (2001), Brackett, Mayer, and Warner (2003), and Nasar and Nasar (2008)—have reported significantly higher emotional intelligence levels among females compared to males. Conversely, findings from Uma Devi and Rayal (2004), Mishra and Ranjan (2008), and Carr (2009) indicate that males may, in some contexts, exhibit higher emotional intelligence than females.

### **Objective of the Study:**

To compare the emotional intelligence of male and female School students

### **Hypothesis:**

There is no significant difference between the emotional intelligence of male and female School students

**Method:**

Descriptive Survey method of research was adopted for conducting the present study

**Sample:**

A total of 200 school students were selected for the study using the stratified random sampling technique, comprising 100 male and 100 female students. The sample was drawn from schools located in Kamrup Metropolitan and Kamrup districts of Assam.

**Tool:**

Emotional Intelligence Scale (EIS) developed by Anukool Hyde, Sanjyoti Petha and Upinder Dhar was used. It consists of 34 items spread across 10 constituent factors of emotional intelligence. While low scores on the EIS indicate low emotional intelligence, high scores on the EIS show high EQ of the subject. The minimum score on the EIS is 34 while maximum score is 170.

**Procedure:**

All the sample subjects were requested to fill the Emotional Intelligence Scale. The data so collected was analysed using mean, SD and t-test.

**Results and Discussion:**

The result reveals that there is a significant difference between the emotional intelligence of male and female School students. In the areas of self-awareness ( $t=3.13$ ), Emotional stability ( $t=3.30$ ), and self-development (2.87), gender differences are found to be statistically significant. On the other hand, in all seven other areas of emotional intelligence (i.e. Empathy, Self-motivation, managing relations, Integrity, Value orientation, Commitment, and Artistic behaviour) the differences are to be insignificant. Hence, there is a significant difference of the emotional intelligence of male and female School students of Assam. As

such the null hypothesis stating “There is no significant difference between the emotional intelligence of male and female School students” is rejected.

From the above discussion it is evident that emotional intelligence of male and female School students is different.

## Conclusion

In recent decades, the emergence of *Emotional Intelligence (EI)* as a key concept in educational psychology has offered new perspectives for enhancing the quality of education through more learner-centered approaches. Unlike traditional models that focus predominantly on cognitive development, the concept of emotional intelligence brings to the forefront the importance of understanding and managing emotions as an integral part of the learning process. Emotional intelligence encompasses the ability to recognize and regulate one’s own emotions, to empathize with others, and to manage interpersonal relationships judiciously and empathetically. These competencies are essential not only for academic success but also for overall personal development and social adaptability.

The findings of the present study highlight a significant difference in the emotional intelligence levels of male and female school students in Assam. This gender-based variation underscores the influence of socio-cultural factors, upbringing, and educational experiences on the development of emotional competencies. The results suggest that emotional intelligence is not uniformly developed across all groups and therefore warrants specific educational interventions tailored to different needs.

Promoting emotional intelligence among students can contribute significantly to building emotionally resilient individuals who are better equipped to handle stress, resolve conflicts, communicate effectively, and maintain positive relationships. Integrating EI training into the school curriculum—through life skills education, socio-emotional learning modules, and teacher sensitization programs—can help bridge existing emotional gaps and foster a more holistic learning environment.

In conclusion, the study reaffirms the critical importance of emotional intelligence in the personal and academic growth of school students. Recognizing and addressing gender differences in emotional intelligence can guide educators and policymakers in designing

inclusive, emotionally supportive educational strategies that nurture well-rounded, empathetic, and socially responsible individuals.

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