ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 3| March 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

GENDER AND EMOTIONAL INTELLIGENCE: AN ANALYSIS OF INTERMEDIATE STUDENTS IN MAHABUBNAGAR DISTRICT, TELANGANA

Srinivasulu K[1], Shireesha Methri[2]
[1]*PhD Scholar, Department of Sociology, Osmania University, Hyderabad – 500007, TG, India*
[2]*Junior Research Fellow, Department of Sociology, Osmania University, Hyderabad – 500007, TG, India,*

Article DOI: https://doi.org/10.36713/epra20683
DOI No: 10.36713/epra20683

ABSTRACT

This study investigates the impact of gender on emotional intelligence (EI) among intermediate students in Mahabubnagar district, Telangana. Emotional intelligence, which includes the ability to recognize, understand, manage, and influence emotions in oneself and others, plays a vital role in academic achievement, social relationships, and mental well-being. The research adopted an exploratory-cum-descriptive design, utilizing both qualitative methods (such as observation and case studies) and quantitative tools (including an interview schedule) for data collection. To analyse the data, percentages, measures of central tendency, and chi-square statistical tests were employed to assess potential gender-based variations in EI. The results reveal a significant relationship between gender and emotional intelligence levels, highlighting important implications for educational strategies and emotional development in students.

KEYWORDS: *Emotional Intelligence (EI); Gender Differences; Intermediate Students; Academic Success; Educational Strategies; Mahabubnagar District;*

1. INTRODUCTION

Emotional intelligence (EI) has emerged as a cornerstone of psychological and educational research, recognized for its role in shaping academic achievement (Juyal et al., 2023; Swetha et al., 2023), interpersonal relationships (Mulla, 2010; Usman et al., 2022), and mental health (Pandey et al., 2023; Pradhan & Jandu, 2023). It has become a critical area of study in psychological and educational research over the past few decades (Mayer & Cobb, 2000). It is generally accepted that EI plays an integral role in the personal and academic success of individuals (Rogers, 2014). As defined by (Salovey & Mayer, 1990), emotional intelligence refers to the ability to perceive, assess, and manage one's own emotions and the emotions of others.

In the context of education, EI influences how students interact with their peers, teachers, and learning environments and it equips students to navigate stressors, collaborate with peers, and engage meaningfully with curricula (Omar, 2023). Nevertheless, EI is increasingly recognized as a pivotal factor in educational and professional success as it enhances students' ability to manage stress, resolve conflicts, and collaborate with peers, directly contributing to classroom engagement and academic performance (Sharma & Tiwari, 2023; Urquijo et al., 2019). A meta-analysis by (Durlak et al., 2011) found that students exposed to social-emotional learning (SEL) programs improved academic achievement by 11 percentile points, underscoring EI's role in fostering focus and perseverance. Similarly, (Brackett & Rivers, 2015) demonstrated that students with higher EI exhibit better problem-solving skills and adaptability, which are critical for navigating complex learning environments.

In scholastic achievement, EI correlates strongly with academic outcomes. Research by (Parker et al., 2004) revealed that adolescents with high EI scores earned higher grades and displayed greater motivation, as EI aids in managing exam anxiety and sustaining effort during setbacks. Further, (MacCann et al., 2019) identified EI as a predictor of standardized test performance, particularly in tasks requiring emotional regulation under pressure. These findings highlight EI's dual function as both an academic enhancer and a buffer against stressors inherent in educational settings.

In the workplace, EI is a key determinant of job performance and career advancement. Goleman (1998) argued that EI accounts for nearly 67% of the competencies required for leadership roles, as it underpins skills like empathy, teamwork, and conflict resolution (Overman, 2006). The employees with high EI outperform peers in roles demanding interpersonal interaction, such as management and customer service (O'Neil, 1996). Moreover, (Côté & Miners, 2006) found that EI compensates for lower cognitive ability in predicting job success, emphasizing its unique contribution to workplace effectiveness (Babitha & Murugesan, 2022).

EI also fosters resilience and adaptability in career trajectories. Studies link high EI to better job satisfaction and lower burnout rates, as emotionally intelligent individuals navigate workplace challenges more effectively (Tatar et al., 2011). For instance,

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 3| March 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

EI training improved employees' stress management and decision-making, directly enhancing productivity (Jurado et al., 2019). In leadership, (Rosete & Ciarrochi, 2005) demonstrated that executives with high EI drive organizational success through effective communication and crisis management.

Beyond individual success, EI strengthens collective outcomes. Teams with emotionally intelligent members exhibit higher cohesion, creativity, and goal attainment (Kohli, 2018). In educational institutions, teachers with high EI create inclusive classrooms that boost student morale and participation (Susanto & Abadi, 2021; Valente et al., 2020). Thus, EI's impact transcends personal achievement, shaping collaborative environments that drive systemic progress.

1.1 Gender Differences in Emotional Intelligence

Gender differences in EI have been a subject of much debate. Some studies suggest that gender plays a significant role in shaping emotional abilities, while others find little to no difference. For instance, some research has found that women tend to score higher on measures of EI, particularly in areas like empathy and interpersonal skills, while men may excel in emotional regulation and self-reliance (Gómez-Leal et al., 2021; Mandal & Latusek, 2018)

Research on gender differences in emotional intelligence has produced mixed results, with some studies suggesting that women consistently score higher than men in EI, while others report negligible or no significant differences (Brackett et al., 2004). According to Goleman (1998), emotional intelligence encompasses a range of skills, including self-awareness, self-regulation, motivation, empathy, and social skills (Ahsan, 2023; Riemer, 2003). These components often align with socially prescribed gender roles, which may influence emotional expression and regulation in both genders (Afolabi, 2013). Goleman's work, while foundational in the EI field, also reflected the cultural biases that may shape the way men and women express and manage their emotions (Booker et al., 2021).

In a study by (Bradberry & Greaves, 2009), it was found that women generally outperform men in areas related to emotional awareness and social skills, such as empathy, which is considered an important facet of EI. The researchers suggested that socialization processes encourage women to develop these emotional competencies more than men, who may be socialized to emphasize rationality over emotional expression (Brody, 1985). Furthermore, women's heightened ability to express empathy and manage interpersonal relationships is thought to be linked to gendered expectations of nurturing behaviour (Lips, 2009; Tommasi et al., 2023). On the other hand, men were found to excel in areas of self-regulation and emotional control, possibly due to societal norms that discourage overt emotional expression in men (Ahmad et al., 2009).

However, several studies have challenged the notion of universal gender differences in EI and the gender differences in EI are relatively small, and the magnitude of these differences varies depending on the specific EI component being measured (Vetluzhskaya et al., 2021). When it comes to emotional regulation, men and women performed similarly, suggesting that both genders are equally capable of managing their emotions under stress (Nasir, 2010). In addition, the study emphasized the importance of context and measurement methods, noting that gender differences might emerge more significantly in real-life situations where emotional intelligence is needed, such as in the workplace or in relationships (Bennie & Huang, 2010).

1.2 The Role of Socialization in Gendered Emotional Intelligence

Socialization plays a pivotal role in shaping how men and women develop their emotional intelligence. Research indicates that girls are often encouraged to express their emotions openly and to be more empathetic and nurturing, while boys are typically socialized to suppress emotions and to value traits such as assertiveness and independence (Paramita Priyadarshini Das, 2015). This socialization process likely impacts the development of emotional competencies, with women acquiring a higher level of emotional awareness and empathy, and men focusing on emotional regulation and self-control (Joulaei et al., 2022).

In several studies, it was found that women's higher empathy scores were consistent across cultures, reinforcing the idea that women, regardless of societal context, are more attuned to the emotions of others (Butovskaya et al., 2021; Kataoka et al., 2009; Preti et al., 2011). In contrast, men were found to have more difficulty expressing emotions and were more likely to engage in emotionally distancing behaviours (Keddie, 2020). This gendered emotional expression is not necessarily a reflection of innate differences in EI but rather a product of the social expectations placed on men and women during (Brackett et al., 2004).

1.3 Gender and Emotional Intelligence in Educational and Workplace Settings

Gender differences in emotional intelligence also have significant implications in educational and workplace settings. In schools, emotionally intelligent students, particularly those who possess high empathy, tend to form stronger social bonds with peers and exhibit better classroom behaviour (Urdan & Schoenfelder, 2006). The literature suggests that girls, due to their higher levels of empathy and social awareness, may perform better in group settings, social interactions, and collaborative learning environments (Kim, 2022). Men, on the other hand, may face challenges in emotionally charged educational settings due to social norms that discourage emotional openness (Grills & Shields, 2004). This can affect their ability to express vulnerability or seek support when needed, potentially limiting their overall emotional well-being.

In the workplace, emotionally intelligent individuals are often more successful in roles that require interpersonal communication, teamwork, and conflict resolution. A study by (O'Boyle et al., 2011) indicated that emotional intelligence is a strong predictor of job performance, particularly in jobs that require leadership and team coordination. Gendered differences in emotional intelligence, such as women's higher empathy and men's emotional regulation, can play a role in shaping

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 3| March 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

leadership styles and professional success (Aseery et al., 2023; Hyde et al., 2020). While women's higher levels of empathy may enhance their ability to lead with emotional sensitivity, men's ability to manage emotions under pressure might be advantageous in high-stress environments (Ju et al., 2015).

However, gender biases may still influence the assessment and recognition of emotional intelligence in the workplace. Women's emotional intelligence may be underestimated or undervalued, as society often views their emotional competencies as inherent to their gender, while men may be evaluated based on more traditional performance metrics that emphasize cognitive ability over emotional skills (Alheet & Hamdan, 2021; Mishra & Mohapatra, 2010; Rode et al., 2017).

2. STATEMENT OF THE PROBLEM

Emotional Intelligence (EI) has gained significant attention in recent years due to its crucial role in determining academic success, social relationships, and overall well-being. Within the context of educational research, EI is often dissected into various components such as self-awareness, self-regulation, motivation, empathy, and social skills, each contributing to how individuals manage their emotions and navigate social interactions (Andrei, 2023; Sowndarya A & Elavarasan R, 2022). One key factor that has emerged in EI research is the role of gender, with studies showing distinct patterns of emotional intelligence between males and females. Generally, females tend to perform better in areas such as empathy and social awareness, while males often excel in self-regulation and emotional control (Velayutham et al., 2012). This gender divide in EI components is widely acknowledged, but much of the research has been concentrated in more developed, urban settings, leaving a critical gap in understanding how EI manifests in rural, socio-economically disadvantaged areas.

This gap is particularly evident in rural districts of India, where socio-cultural norms significantly influence the emotional development of students. Mahabubnagar, a rural district in Telangana, India, is characterized by a unique socio-cultural context where traditional gender roles are strongly upheld. These gender norms are likely to impact how emotional intelligence is developed and expressed among students. In rural areas like Mahabubnagar, where gender expectations may dictate the emotional expression and behaviour of males and females, understanding the relationship between gender and EI is crucial for creating supportive educational environments. As such, the region offers an underexplored context for understanding how gender affects emotional intelligence in students and how socio-cultural influences may further shape these differences.

Previous studies on gender and EI have often drawn from Western or urbanized contexts, leaving questions about the applicability of these findings to rural areas. For example, research in Western cultures suggests that females generally score higher in emotional intelligence, particularly in empathy and social skills, while males typically demonstrate higher self-regulation (Meece & Painter, 2008). However, the influence of regional socio-cultural factors on EI development in rural India remains under-researched. Mahbubnagar's socio-cultural fabric, which involves traditional family structures and roles, may influence emotional intelligence development in unique ways. Girls in rural India are often socialized to prioritize emotional labour and relational care, which could foster higher empathy and social awareness, while boys may be encouraged to focus on self-control and resilience, possibly contributing to higher scores in self-regulation (Nayak, 2014) .

This study, therefore, aims to address the gap in the literature by focusing on intermediate students (ages 16–18) in Mahabubnagar, a rural district in Telangana, where gender roles and socio-cultural influences are critical in shaping emotional development. The central research questions guiding this study include:

- **RQ_1**: Do gender-based differences in EI exist among intermediate students in Mahabubnagar?
- **RQ_2**: Which EI components (self-awareness, self-regulation, empathy, etc.) show the most pronounced gender disparities?
- **RQ_3**: How might socio-cultural factors in Mahabubnagar influence these gender differences in EI?

The hypothesis of this study is that there is a significant variation in EI levels between male and female intermediate students in Mahabubnagar, particularly with regard to their gender. By employing a chi-square statistical test, this study seeks to assess whether gender influences the emotional intelligence of students in this region and whether such influences align with, or differ from, existing findings in urban or Western settings.

The socio-cultural context of Mahabubnagar is expected to play a pivotal role in shaping how EI manifests among students. In rural districts like Mahabubnagar, traditional gender roles and expectations may dictate the development of EI components differently than in more urbanized or progressive regions. As such, this study not only fills a critical gap in understanding EI but also contributes to broader discussions on how educational policies and practices in rural settings can support the emotional development of students, accounting for gendered experiences.

This study aims to analyse student enrollment trends, retention rates, and the overall distribution of intermediate education in Mahabubnagar, shedding light on the educational preferences and institutional choices of students in the district. By focusing on Mahabubnagar, this research intends to expand the understanding of how gendered socio-cultural contexts influence emotional intelligence in rural India, a context that is underrepresented in current EI literature. This investigation will offer insights that can guide educational interventions and curriculum development in rural schools to foster emotional intelligence, promote gender equality, and enhance overall academic success.

3. THEORETICAL POSTULATES OF EMOTIONAL INTELLIGENCE

Emotional intelligence (EI) has been conceptualized through several theoretical frameworks, each offering unique insights into how individuals perceive, process, and manage emotions. The Ability Model, pioneered by Salovey and Mayer (1990), defines EI as a cognitive skill rooted in four hierarchical abilities: perceiving emotions (recognizing emotional cues in

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 3| March 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

oneself and others), using emotions (harnessing feelings to facilitate thinking), understanding emotions (interpreting complex emotional states and their causes), and managing emotions (regulating emotions to achieve goals) (Mayer et al., 2016). This model positions EI as a measurable, objective ability akin to traditional intelligence, assessed through performance-based tasks like identifying emotions in facial expressions or solving emotion-laden problems.

In contrast, Goleman's Mixed Model (1995) integrates emotional competencies with personality traits, proposing that EI comprises five domains: self-awareness (recognizing one's emotions), self-regulation (controlling impulsive behaviours), motivation (channeling emotions toward goals), empathy (understanding others' feelings), and social skills (managing relationships effectively) (Khurshid et al., 2018). Goleman's framework, popularized in his bestseller Emotional Intelligence, emphasizes EI's applicability to leadership and workplace success, arguing that emotional competencies can be developed through training (Kaur & Hirudayaraj, 2021). However, critics note its overlap with personality constructs like conscientiousness and agreeableness, complicating its empirical distinctiveness.

Bar-On's Trait Model (1997) further expands EI into a constellation of emotional and social competencies, including stress management, adaptability, and general mood. Bar-On's Emotional Quotient Inventory (EQ-i) conceptualizes EI as a trait-like quality influencing overall well-being and life success (Hamilton, 2017). Unlike the Ability Model, Bar-On's approach relies on self-report assessments, positioning EI as a stable, personality-based attribute rather than a purely cognitive skill.

Petrides and Furnham's Trait Emotional Intelligence Theory (2001) distinguishes between ability EI (measured through objective tests) and trait EI (assessed via self-perception questionnaires). Trait EI encompasses emotional self-efficacy, such as confidence in expressing or regulating emotions, and correlates with the Big Five personality traits, particularly neuroticism and extraversion (Costa & Faria, 2020). This theory underlines the subjective, self-evaluative nature of trait EI, which may better predict real-world behaviours like coping strategies and interpersonal dynamics.

More recently, Mikolajczak's Three-Level Model (2009) integrates biological, psychological, and social perspectives, framing EI as a multilevel construct influenced by genetic predispositions, learned skills, and cultural norms (Mikolajczak, 2010). Meanwhile, Côté's Sociocultural Lens (2014) highlights how EI manifests differently across cultures, challenging universal definitions and advocating for context-specific assessments (Côté & Miners, 2006).

These theories collectively underscore EI's multidimensionality, bridging cognitive, emotional, and social domains. While debates persist over measurement and conceptual boundaries, EI's relevance to education, mental health, and professional success remains undisputed, driving ongoing research and practical applications.

Table No. 1: Year-wise and Author-wise Theories on Emotional Intelligence

Year	Author	Theory
1930's	Edward Thorndike	Associated Emotional Intelligence with the ability to get along with others.
1940's	David Wechsler	Suggested that affective aspects of intelligence may be necessary for social interaction.
1950's	Abraham Maslow	Described how individuals can develop emotional resilience and the importance of self-actualization.
1975	Howard Gardner	Published a book titled *The Shattered Mind*, presenting the idea of multiple intelligences, which included Emotional Intelligence as one of the intelligences.
1985	Wayne Payne	Suggested that weaknesses in emotional functioning and regulation could be overcome by displaying courage in the face of fear or desire.
1990	Peter Salovey & John Mayer	First use of the term "Emotional Intelligence" in writing. Defined EI as "The ability to monitor one's own and others' feelings and emotions to guide one's thinking and actions."
1995	Daniel Goleman	In his book *Emotional Intelligence*, outlined four key emotional constructs: self-awareness, self-management, social awareness, and relationship management.
1997	Bar-On	Focused on certain personality traits and social skills, such as self-awareness, understanding, and expression, as well as social awareness, understanding, and relationship-building.
2001	Daniel Goleman	Expanded his framework on Emotional Intelligence by introducing the "Competency Model," including competencies such as emotional self-control and interpersonal skills.
2002	Reuven Bar-On	Introduced the *Bar-On Emotional Quotient Inventory (EQ-i)*, a pioneering tool to assess emotional intelligence through self-reporting.
2003	John Mayer, Peter Salovey & David Caruso	Developed the *MSCEIT* (Mayer-Salovey-Caruso Emotional Intelligence Test), a performance-based tool for assessing EI, distinguishing between emotional perception, facilitation, understanding, and regulation.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 3| March 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

2004	Caruso, Salovey & Mayer	Expanded on the four-branch model of Emotional Intelligence, which includes perceiving emotions, facilitating thought, understanding emotions, and managing emotions.
2010	Travis Bradberry & Jean Greaves	Authored *Emotional Intelligence 2.0*, emphasizing practical strategies to develop emotional intelligence and its importance in personal and professional success.
2016	Marc Brackett	Developed the *RULER* approach, a social-emotional learning program, which focuses on Recognizing, Understanding, Labelling, Expressing, and Regulating emotions.
2018	Peter Salovey & David Caruso	Introduced the "Emotional Intelligence Theory and Model" which advanced understanding of how EI can be developed and applied in various fields like leadership and education.

The development of Emotional Intelligence (EI) over the decades has been marked by significant contributions from a diverse group of scholars, each adding depth and nuance to the concept. From Edward Thorndike's early association of EI with the ability to get along with others in the 1930s to Peter Salovey and John Mayer's formalization of the term in 1990, each advancement has built on the previous to create a comprehensive understanding of EI (Dhani & Sharma, 2016). Daniel Goleman's 1995 work further popularized the concept, introducing key constructs such as self-awareness and social awareness, which have become foundational in both educational and professional settings (Singh et al., 2022). Alongside these theoretical advancements, practical tools for assessing and developing EI, like the EQ-i and MSCEIT, have made it easier to measure and apply emotional intelligence in real-world scenarios (Fernández-Berrocal & Extremera, 2006). More recent frameworks, such as the RULER approach and Bradberry and Greaves' Emotional Intelligence 2.0, have translated EI concepts into actionable strategies for personal and interpersonal growth (Held et al., 2023). Today, EI is recognized as a critical factor in academic achievement, leadership, and overall well-being, demonstrating its far-reaching impact on both personal and professional development (Palmer et al., 2005). These historical developments have not only expanded the scope of EI but have also cemented its significance in shaping how individuals interact with the world around them.

4. METHODOLOGY

This study employs an exploratory-cum-descriptive research design, utilizing a cross-sectional survey to collect data on the emotional intelligence (EI) levels of intermediate students in Mahabubnagar. Both qualitative and quantitative data were gathered, thereby adopting a mixed-methods approach.

The study population includes all students currently enrolled in intermediate courses (I Year and II Year) at various government and private junior colleges in Mahabubnagar district for the 2021 and 2022 academic years. The study focuses on five primary streams: M.P.C (Mathematics, Physics, Chemistry), B.P.C (Biology, Physics, Chemistry), C.E.C (Civics, Economics, Commerce), H.E.C (History, Economics, Civics), and Vocational courses. A total of 5,563 students are enrolled in these courses, with 892 I Year and 742 II Year students in government colleges, and 2,546 I Year and 2,377 II Year students in private colleges. Among these, C.E.C is the most popular course, particularly in private colleges, with 2,677 students enrolled, while vocational courses have the lowest enrollment, totalling 270 students across both years and institutions. The data reveals a significant difference in enrollment patterns between government and private institutions, with private colleges generally attracting more students, especially for courses like M.P.C and B.P.C.

For the sampling process, quota sampling was employed, dividing the students into four groups: M.P.C, B.P.C, C.E.C, and H.E.C+ Vocational. A total of 400 intermediate students from both government and private colleges were selected as sample respondents for this study.
This study employs quota sampling as a method of participant selection, which ensures that specific subgroups within the population are represented proportionally. Quota sampling is particularly useful in ensuring diversity across different streams of study (M.P.C, B.P.C, C.E.C, and H.E.C + Vocational), reflecting the natural distribution of students within Mahbubnagar's educational institutions. By using this technique, the study ensures that the sample adequately represents the key academic groups, providing a more comprehensive and nuanced understanding of emotional intelligence (EI) across different disciplines.

A sample size of 100 students per quota was chosen based on the need to strike a balance between practicality and statistical reliability. With a total sample size of 400 respondents, each quota group (M.P.C, B.P.C, C.E.C, and H.E.C + Vocational) consists of 100 students, providing enough data to allow for meaningful analysis and comparison between the different academic streams. This sample size is large enough to ensure that the results have adequate statistical power, allowing for a robust examination of the research questions while remaining manageable for data collection and analysis.

The sample size of 100 per quota was also justified by the total number of students enrolled in each stream, as it represents a reasonable proportion of the student population within each academic group. Furthermore, this ensures that any gender-based or academic stream-based differences in emotional intelligence can be accurately identified and analysed. The approach allows for the study's findings to be generalizable to the broader population of intermediate students in Mahabubnagar, thus enhancing the external validity of the research.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 3| March 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Data on emotional intelligence were collected using a self-report questionnaire that evaluates five key components of EI: self-awareness, self-regulation, motivation, empathy, and social skills. The questionnaire included Likert scale items to assess participants' ability to recognize and manage their own emotions, as well as their understanding of the emotions of others.

Several statistical techniques were used to analyse the data and test the research hypothesis. These techniques included percentages**,** measures of central tendencies**,** and the Chi-square test. Each of these methods contributed to a comprehensive understanding of the variables involved, such as Emotional Intelligence (EI) and Academic Performance, among the intermediate students in Mahabubnagar district, Telangana State.

5. RESULTS

The results were presented in three district sections namely (1) socioeconomic and educational status of the students, (2) impact of emotional intelligence on students' personal and academic development and (3) the gender difference in emotional intelligence and its consequences.

5.1 Socioeconomic Status

A comprehensive survey of 400 intermediate students in Mahabubnagar district reveals significant socioeconomic patterns and trends that shed light on the demographic landscape of the area. The student sample consists of 62.3% boys and 37.8% girls, with the majority (mean and mode age: 17) falling into the 17-year-old cohort. Socioeconomically, the survey shows that only 9.5% of the respondents belong to the Open Category (OC), while 13% are from the Economically Weaker Sections (EWS). Religious affiliation is predominantly Hindu (95.5%), with smaller representations of Islam (1.8%) and Christianity (2.8%).

The family structure in Mahabubnagar reflects the evolving social norms in India. A significant portion of students, 51%, live in nuclear families, followed by 11.9% in joint families and 6.8% in extended families. Among Hindu students, 46.5% reside in nuclear households. On average, these households consist of six members, with a balanced gender ratio—2.76 male and 2.52 female members per family. Additionally, 1.23 male and 1.84 female dependents are present in each family. Notably, 37.8% of the students are the only individuals with disabilities within their families, highlighting the unique challenges they may face.

The educational streams represented in the study include MPC, BiPC, CEC, Arts, and Vocational courses, with each stream being equally represented by 80 students. A stark educational disparity is evident when examining parental education levels. A large portion of fathers (78.5%) have either no formal education or only basic schooling, and 50.5% of mothers are illiterate, underscoring the considerable literacy gap in the households of these students.

Economically, 24% of fathers are employed in the private sector, while 21.5% work in government roles. Many students (18.5%) rely on their families for financial support, while others are involved in business (9.9%), agriculture (9.3%), labour (7.3%), or handicrafts (3.8%). Among laborers, the majority are from BC communities (4.5%), followed by SCs (0.5%) and STs (2.3%), with no OC students in labour-intensive roles. This reflects the socioeconomic diversity and challenges students face within different communities.

Regarding housing stability, the survey indicates that 74.5% of respondents own their homes, while 22% rent their residences. About 47.3% live in houses with RCC roofs, demonstrating a degree of infrastructure stability. The average annual household income is ₹350,000, with a median monthly expenditure of ₹18,000 and an average of ₹20,000, suggesting a modest yet consistent standard of living. ANOVA tests confirm that social status plays a significant role in determining income and expenditure, with a strong correlation between the two.

Land ownership remains limited in the area, with 45.5% of families owning no land. Of those who do own land, 24.3% are small-scale farmers (0–2 acres), and 16.3% are marginal farmers (2–4 acres). Regarding ration cards, 13% of families possess pink cards, while 56.3% have white cards, and 30.8% of families do not have ration cards, indicating limited access to government welfare programs. These findings underline the significant socioeconomic challenges faced by students in Mahabubnagar, particularly those from marginalized communities, and emphasize the need for targeted educational and welfare interventions to support their academic and personal growth.

5.2 Impact of Emotional Intelligence

The study on the impact of emotional intelligence (EI) among intermediate students in Mahabubnagar district provides crucial insights into how EI influences students' personal development and academic achievements. Emotional intelligence appears to play a significant role in shaping emotional awareness, resilience, and social interactions, which collectively affect overall personal growth and academic performance.

The research on the influence of emotional intelligence (EI) on personal development and academic performance among intermediate students highlights several key findings. The data indicates that EI significantly impacts students' emotional awareness, resilience, and social interactions, which in turn affects their personal growth and academic success.

A large portion of students, 75.25%, reported being aware of their emotions as they experience them, reflecting a strong level of emotional self-awareness. Moreover, 68.50% of students expressed confidence in recognizing their emotions as they arise, showcasing widespread emotional consciousness. This emotional awareness seems to foster optimism, with 57.50% of students expecting positive outcomes and 52.25% believing they have control over their emotions. These traits suggest that EI contributes to a resilient and positive mindset, which is beneficial in overcoming challenges and achieving success.

Regarding emotional management, 52.25% of students feel in control of their emotions, while 54.75% use positive moods to

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 3| March 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

stay persistent in the face of difficulties. This suggests strong emotional regulation, which is essential for tackling obstacles and staying motivated—key factors in academic success. Furthermore, 87.25% of students agreed that they find problem-solving easier when in a positive mood, underlining the connection between emotional states and cognitive functioning.

The study also emphasizes the importance of EI in social interactions and empathy. A significant number of students, 65.50%, reported helping others feel better when they are down, demonstrating strong empathetic tendencies. Additionally, 48.75% of students can accurately assess others' emotions by observing them, and 68.25% can tell how someone feels by the tone of their voice. These abilities highlight that EI enhances students' social and interpersonal skills, fostering a supportive social environment.
However, some challenges in EI were identified. For instance, 24.00% of students struggled with knowing when to share personal issues, and 23.00% were indifferent about using past experiences to tackle new challenges, indicating potential areas for growth in emotional expression and problem-solving.

The study also explored students' ability to recognize and manage emotions in specific situations. A significant 41.00% strongly agreed that emotions are an essential part of life, emphasizing their importance in personal development. Additionally, 43.75% of students actively seek activities that bring them happiness, indicating a proactive approach to emotional well-being. In terms of leadership, 43.50% are involved in organizing enjoyable events, showing the positive impact of EI on social and leadership skills.
On the whole, the findings suggest that EI plays a critical role in shaping personal development and academic performance among intermediate students. The ability to understand and manage one's emotions, as well as empathize with others, is essential for creating a positive learning environment and achieving academic success. Promoting EI can help students better navigate personal challenges, build stronger relationships, and enhance their academic performance.

Building on these findings, the study also identifies areas of strength and areas needing improvement in students' emotional intelligence, which directly affect their personal and academic growth. For example, while 24.00% of students admitted struggling with when to share personal issues, 21.00% felt confident in knowing when to do so, showing a gap in emotional regulation and communication skills. Additionally, 23.00% of students were neutral, and 19.00% disagreed with using past experiences to overcome new challenges, signalling the need for further development in emotional regulation and coping strategies.

Interestingly, 24.50% of students strongly agreed with the statement, "I expect to do well in most things I try," reflecting high emotional intelligence and a growth mindset. These students display optimism and self-efficacy, both of which drive academic success. However, emotional awareness, especially regarding non-verbal cues, varied. While 22.75% of students strongly disagreed with the statement "I find it hard to understand non-verbal messages," 19.75% agreed, suggesting that some students struggle with interpreting emotional signals, emphasizing the need for greater empathy and emotional awareness.
Students' reactions to life events also provide valuable insights. A significant 22.25% disagreed with the statement, "Re-evaluating what is important in life," indicating that major life events have not substantially impacted their personal values. Furthermore, students' responses to mood changes revealed that 36.25% actively seek new possibilities when their mood shifts, while 40.75% do not, illustrating varying emotional adaptability among students.

In terms of emotional well-being, 41.00% of students strongly agreed that emotions make life worth living, highlighting the significance of emotional experiences in shaping personal fulfilment. This aligns with the broader connection between emotional intelligence, academic success, and personal well-being.

The study also indicates that emotional awareness and expression are vital for academic success. A substantial number of students (75.25%) reported being aware of their emotions in real-time, which is crucial for making informed decisions and responding to academic and social challenges. Additionally, 57.50% of students expect positive outcomes, demonstrating the impact of optimism on resilience and motivation.

Emotional expression is also a key component of social relationships. A significant 44.25% of students expressed a desire to share their emotions with others, indicating emotional maturity and the importance of interpersonal skills. Moreover, 40.25% of students know how to sustain positive emotions, contributing to long-term motivation and academic success.

In terms of social responsibility, 43.50% of students participate in organizing events that others enjoy, showing the impact of EI on leadership and community engagement. Additionally, 43.75% of students actively pursue activities that bring happiness, demonstrating a proactive approach to emotional well-being.

Students' ability to recognize non-verbal communication was also notable, with 47.25% reporting an awareness of the non-verbal messages they send to others, a crucial skill for effective communication and building strong relationships. Furthermore, 60.50% of students strive to present themselves positively, reflecting self-awareness and social consideration, which can enhance both academic and social interactions.

The ability to recognize emotions in others is another strength. A majority of students (56.75%) can identify emotions through facial expressions, facilitating empathy and effective collaboration in academic and personal contexts. Additionally, 53.50% of students understand the reasons behind their emotional shifts, demonstrating a high level of emotional awareness.

Furthermore, 57.25% of students reported that being in a positive mood boosts their creativity, suggesting a link between

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 3| March 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

emotional states and cognitive flexibility, which is advantageous in problem-solving tasks.

Emotional intelligence is a significant factor in the personal and academic success of students in Mahabubnagar district. Emotional awareness, regulation, and expression play essential roles in enhancing resilience, motivation, and social skills. Fostering EI can improve academic performance, mental health, and social relationships, contributing to a well-rounded and successful student experience.

The study also emphasizes students' ability to regulate emotions, with 52.25% reporting control over their emotions, which is crucial for academic perseverance. Additionally, 68.50% of students are aware of their emotions as they arise, promoting constructive responses to challenges. In terms of self-motivation, 53.25% of students motivate themselves by envisioning positive outcomes, a strategy that enhances perseverance.

Socially, 63.75% of students acknowledge others' achievements, demonstrating empathy and social intelligence, which foster supportive academic environments. Furthermore, 55.50% of students use emotional shifts as a source of creativity, while 52.50% of students display resilience, refusing to give up in the face of challenges. Students' empathy is also evident, with 48.75% accurately recognizing others' emotions, and 65.50% offering emotional support to others.

Finally, the study highlights emotional resilience, with 54.75% of students using positive moods to persevere through obstacles. The ability to recognize emotional cues in communication, such as tone of voice, was reported by 68.25% of students, underscoring the importance of emotional intelligence in both academic and social contexts. Additionally, 46.75% of students have a strong understanding of others' emotions, which is essential for effective interpersonal interactions. The connection between emotional well-being and problem-solving is further supported by the fact that 87.25% of students find it easier to solve problems when in a positive mood, reinforcing the link between emotional states and cognitive performance.

5.3 The Nexus between Gender and Emotional Intelligence

The chi-square test was performed to examine whether gender and emotional intelligence levels are independent of each other. The observed and expected frequencies were calculated, and the chi-square statistic was computed. The results showed a chi-square value of 12.97 with 4 degrees of freedom at 0.05 level of probability. The critical value at a significance level of 0.05 is 9.488. Since the calculated chi-square value (12.97) exceeds the critical value, we reject the null hypothesis. Therefore, we conclude that there is a significant relationship between gender and emotional intelligence levels among intermediate students in Mahabubnagar district.

Table No. 2: Gender-wise Levels of Emotional Intelligence

Emotional Intelligence Level	Boys		Girls		Total	
	N	%	N	%	N	%
Low	50	20.08%	30	19.87%	80	20.00%
Moderate	60	24.10%	40	26.49%	100	25.00%
Average	70	28.11%	60	39.74%	130	32.50%
High	40	16.06%	15	9.93%	55	13.75%
Outstanding	29	11.65%	6	3.97%	35	8.75%
Total	**249**	**100%**	**151**	**100%**	**400**	**100%**

Chi-Square Value = 12.97, df = 4, p = 0.05

The results showed differing patterns of emotional intelligence between boys and girls, with boys exhibiting higher levels in some categories (e.g., level 3) and girls in others (e.g., levels 4 and 5). The calculated chi-square value of 15.043 exceeds the critical value of 9.488 (at $\alpha = 0.05$ and df = 4), leading to the rejection of the null hypothesis. This indicates a significant relationship between gender and emotional intelligence levels among students, suggesting that gender influences how emotional intelligence is distributed. The findings suggest the need for further research to explore how these differences impact other areas such as academic performance, social interactions, and emotional well-being.

6. DISCUSSION

The results of this study provide compelling evidence that gender has a significant influence on the emotional intelligence levels of intermediate students. The findings suggest that emotional intelligence is not distributed equally between boys and girls in this sample. These results are consistent with previous studies that have found gender differences in emotional intelligence, particularly in components like empathy and social skills (Goleman, 1995).

For example, girls in this study showed higher levels of emotional intelligence, particularly in areas related to empathy and social awareness. This could be attributed to the socialization processes where girls are often encouraged to develop stronger emotional and social skills. On the other hand, boys may have higher emotional regulation and self-reliance, which are important components of emotional intelligence.

The significant differences observed in the emotional intelligence levels of boys and girls also suggest that emotional intelligence development could be influenced by both biological and environmental factors. It would be valuable for future research to explore how gender influences emotional intelligence in various contexts, such as in academic achievement, social relationships, and emotional well-being. Understanding these gender differences can help educators tailor strategies to enhance emotional intelligence in students, with consideration for the unique needs of boys and girls.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 3| March 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Furthermore, the study's findings point to the importance of promoting emotional intelligence in educational settings. Given its strong connection to social interactions, academic performance, and personal growth, fostering emotional intelligence in students can help them navigate personal challenges, improve their relationships with others, and enhance their overall well-being (Bheenaveni, 2016). It is essential to consider gender differences when designing emotional intelligence programs to ensure that both boys and girls receive the support, they need to develop these critical skills.

7. IMPLICATIONS FOR EDUCATION

The findings of this research have important implications for educational practices. Emotional intelligence is a crucial factor in students' academic success, social interactions, and overall well-being. Given the significant gender differences in emotional intelligence observed in this study, educators may need to implement gender-sensitive approaches to teaching EI. Programs that promote emotional intelligence development should be tailored to address the unique needs of both boys and girls.

Furthermore, fostering emotional intelligence in the classroom can help students manage stress, enhance their interpersonal relationships, and improve academic performance. Educators can incorporate EI training into the curriculum by providing students with opportunities to practice self-awareness, empathy, and social skills.

8. CONCLUSION

This research contributes to the understanding of how gender influences emotional intelligence among intermediate students in Mahabubnagar district. The findings indicate that gender plays a significant role in shaping emotional intelligence, with girls showing higher levels of EI in areas related to empathy and social skills. Given the importance of emotional intelligence in academic and social success, the results underscore the need for targeted educational strategies that cater to the emotional development of both boys and girls.

Future research should explore the factors that contribute to these gender differences and examine how emotional intelligence can be cultivated in both genders to ensure more balanced emotional and academic outcomes.

Acknowledgements

--

Conflict of Interest

The authors declare that they have no conflicts of interest related to this research paper.

Funding Statement

The authors have not received any funding for the development of this research paper.

REFERENCES

1. *Afolabi, O. A. (2013). Roles of Personality Types, Emotional Intelligence and Gender Differences on Prosocial Behavior. Psychological Thought, 6(1). https://doi.org/10.5964/psyct.v6i1.53*
2. *Ahmad, S., Bangash, H., & Khan, S. A. (2009). Emotional intelligence and gender differences. Sarhad J. Agric, 25(1), 127–130.*
3. *Ahsan, M. J. (2023). The role of emotional intelligence in effective corporate social responsibility leadership. International Journal of Organizational Analysis, 31(8). https://doi.org/10.1108/IJOA-02-2023-3615*
4. *Alheet, A. F., & Hamdan, Y. (2021). Exploring the relationship between emotional intelligence and job performance: A study of Jordanian retail industry. International Journal of Entrepreneurship, 25(3).*
5. *Andrei, O. (2023). Enhancing religious education through emotional and spiritual intelligence. HTS Teologiese Studies / Theological Studies, 79(1). https://doi.org/10.4102/hts.v79i1.7887*
6. *Aseery, M., Mahran, S., & Felemban, O. (2023). The Relationship Between Emotional Intelligence and Conflict Management Strategies from the Nurse Managers' Perspective. Cureus. https://doi.org/10.7759/cureus.35669*
7. *Babitha, K. C., & Murugesan, G. (2022). A Study on Emotional Intelligence and Employee Performance in Public Sector Banks in Kerala. Recent Trends in Management and Commerce, 3(1). https://doi.org/10.46632/rmc/3/1/2*
8. *Bennie, C., & Huang, T. (2010). Gender differences in stress management, emotional management and emotional expression within the workplace. New Voices in Psychology, 6(2).*
9. *Bheenaveni, R. (2016). Sociology of Special Education: Teacher's Support and Student's Performance. IOSR Journal of Humanities and Social Science, 21(08). https://doi.org/10.9790/0837-2108052633*
10. *Booker, N., Gates, J. D., & Knights, P. (2021). Cognitive Biases and the Cultural Disconnect between Engineers and Decision-makers. Technium Social Sciences Journal, 17. https://doi.org/10.47577/tssj.v17i1.2752*
11. *Brackett, M. A., Mayer, J. D., & Warner, R. M. (2004). Emotional intelligence and its relation to everyday behaviour. Personality and Individual Differences, 36(6). https://doi.org/10.1016/S0191-8869(03)00236-8*
12. *Brackett, M. A., & Rivers, S. E. (2015). Transforming Students' Lives with Social and Emotional Learning. In International Handbook of Emotions in Education. https://doi.org/10.4324/9780203148211.ch19*
13. *Bradberry, T., & Greaves, J. (2009). Emotional Intelligence 2.0. TalentSmart.*
14. *Brody, L. R. (1985). Gender differences in emotional development: A review of theories and research. Journal of Personality, 53(2). https://doi.org/10.1111/j.1467-6494.1985.tb00361.x*
15. *Butovskaya, M. L., Burkova, V. N., Randall, A. K., Donato, S., Fedenok, J. N., Hocker, L., Kline, K. M., Ahmadi, K., Alghraibeh, A. M., Mutsher Allami, F. B., Alpaslan, F. S., Abdelaziz Al-Zu'Bi, M. A., Biçer, D. F., Cetinkaya, H., David, O. A., Dural, S., Erickson, P., Ermakov, A. M., Ertugrul, B., … Zinurova, R. I. (2021). Cross-cultural perspectives on the role of empathy during covid-19's first wave. Sustainability (Switzerland), 13(13). https://doi.org/10.3390/su13137431*
16. *Costa, A. C. F., & Faria, L. (2020). Implicit theories of emotional intelligence, ability and trait-emotional intelligence and academic achievement. Psihologijske Teme, 29. https://doi.org/10.31820/pt.29.1.3*
17. *Côté, S., & Miners, C. T. H. (2006). Emotional intelligence, cognitive intelligence, and job performance. Administrative Science Quarterly, 51(1). https://doi.org/10.2189/asqu.51.1.1*

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 3| March 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

18. *Dhani, P., & Sharma, T. (2016). EMOTIONAL INTELLIGENCE; HISTORY, MODELS AND MEASURES. International Journal of Science Technology and Management, 5(7).*
19. *Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. Child Development, 82(1). https://doi.org/10.1111/j.1467-8624.2010.01564.x*
20. *Fernández-Berrocal, P., & Extremera, N. (2006). Emotional intelligence: A theoretical and empirical review of its first 15 years of history. In Psicothema (Vol. 18, Issue SUPPL.1).*
21. *Gómez-Leal, R., Megías-Robles, A., Sánchez-López, M. T., & Fernández-Berrocal, P. (2021). Psychopathic Traits and Ability Emotional Intelligence in Incarcerated Males. European Journal of Psychology Applied to Legal Context, 13(2). https://doi.org/10.5093/ejpalc2021a8*
22. *Grills, S., & Shields, S. A. (2004). Speaking from the Heart: Gender and the Social Meaning of Emotion. Canadian Journal of Sociology / Cahiers Canadiens de Sociologie, 29(1). https://doi.org/10.2307/3341953*
23. *Hamilton, D. (2017). Examining Perceptions of Online Faculty Regarding the Value of Emotional Intelligence in Online Classrooms. Online Journal of Distance Learning Administration, 20(1).*
24. *Held, M. J., Fehn, T., Gauglitz, I. K., & Schütz, A. (2023). Training Emotional Intelligence Online: An Evaluation of WEIT 2.0. Journal of Intelligence, 11(6). https://doi.org/10.3390/jintelligence11060122*
25. *Hyde, J., Grieve, R., Norris, K., & Kemp, N. (2020). The dark side of emotional intelligence: the role of gender and the Dark Triad in emotional manipulation at work. Australian Journal of Psychology, 72(4). https://doi.org/10.1111/ajpy.12294*
26. *Joulaei, H., Fathi, F., Rakhshani, T., Fatemi, M., Foroozanfar, Z., Nazari, M., & Hosseinkhani, Z. (2022). Gender Differences in the Effect of Resilience Training on Emotional Intelligence in At-Risk Students in Shiraz, Iran. International Journal of High Risk Behaviors and Addiction, 11(2). https://doi.org/10.5812/ijhrba-121942*
27. *Ju, C., Lan, J., Li, Y., Feng, W., & You, X. (2015). The mediating role of workplace social support on the relationship between trait emotional intelligence and teacher burnout. Teaching and Teacher Education, 51. https://doi.org/10.1016/j.tate.2015.06.001*
28. *Jurado, M. del M. M., Pérez-Fuentes, M. del C., Martín, A. B. B., Salvador, R. M. del P., & Linares, J. J. G. (2019). Analysis of the relationship between emotional intelligence, resilience, and family functioning in adolescents' sustainable use of alcohol and Tobacco. Sustainability (Switzerland), 11(10). https://doi.org/10.3390/su11102954*
29. *Juyal, S., Kuruva, M. B., Kashyap, M., & Kumar, S. (2023). Impact Of Emotional Intelligence on Academic Performance of University Students: Empirical Evidence. Journal of Mountain Research, 18(1). https://doi.org/10.51220/jmr.v18i1.26*
30. *Kataoka, H. U., Koide, N., Ochi, K., Hojat, M., & Gonnella, J. S. (2009). Measurement of empathy among Japanese medical students: Psychometrics and score differences by gender and level of medical education. Academic Medicine, 84(9). https://doi.org/10.1097/ACM.0b013e3181b180d4*
31. *Kaur, N., & Hirudayaraj, M. (2021). The Role of Leader Emotional Intelligence in Organizational Learning: A literature Review Using 4I Framework. New Horizons in Adult Education and Human Resource Development, 33(1). https://doi.org/10.1002/nha3.20305*
32. *Keddie, A. (2020). Engaging boys and young men in gender transformation: the possibilities and limits of a pedagogy of empathy. NORMA, 15(2). https://doi.org/10.1080/18902138.2019.1706883*
33. *Khurshid, M. A., Majoka, M. I., & Saeed Khan, M. (2018). Development of Emotional Intelligence of University Students: An Investigation of the Effect of Curricular Activities-report measure of emotional intelligence (SRMEI). Pakistan Journal of Distance & Online Learning, I.*
34. *Kim, S. H. (2022). The Mediating Effect of Self-Regulated Learning on the Relationships Among Emotional Intelligence, Collaboration, and Clinical Performance in Korean Nursing Students. Journal of Nursing Research, 30(3). https://doi.org/10.1097/jnr.0000000000000494*
35. *Kohli, M. K. (2018). Emotional Intelligence and Its Direct and Indirect Effects on Personal and Organisational Effectiveness. International Journal of Emerging Research in Management and Technology, 6(7). https://doi.org/10.23956/ijermt.v6i7.186*
36. *Lips, H. M. (2009). Why Gender Is Different: An Intergroup Relationship Shaped by Power and Attraction. Psychology of Women Quarterly, 33(4). https://doi.org/10.1111/j.1471-6402.2009.01528.x*
37. *MacCann, C., Jiang, Y., Brown, L. E. R., Double, K. S., Bucich, M., & Minbashian, A. (2019). Emotional Intelligence Predicts Academic Performance: A Meta-Analysis. Psychological Bulletin. https://doi.org/10.1037/bul0000219*
38. *Mandal, E., & Latusek, A. (2018). Love attitudes, psychological femininity and masculinity, Machiavellianism, narcissism, and emotional intelligence of rejectors in close relationships. Current Issues in Personality Psychology, 6(3). https://doi.org/10.5114/cipp.2018.75647*
39. *Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The Ability Model of Emotional Intelligence: Principles and Updates. Emotion Review, 8(4). https://doi.org/10.1177/1754073916639667*
40. *Mayer, J. D., & Cobb, C. D. (2000). Educational Policy on Emotional Intelligence: Does It Make Sense? Educational Psychology Review, 12(2). https://doi.org/10.1023/A:1009093231445*
41. *Meece, J. L., & Painter, J. (2008). Gender, self-regulation, and motivation. In Motivation and self-regulated learning: Theory, research, and applications.*
42. *Mikolajczak, M. (2010). Going Beyond The Ability-Trait Debate: The Three-Level Model of Emotional Intelligence. E-Journal of Applied Psychology, 5(2). https://doi.org/10.7790/ejap.v5i2.175*
43. *Mishra, P. S., & Mohapatra, A. K. D. (2010). Relevance of emotional intelligence for effective job performance: An empirical study. Vikalpa, 35(1). https://doi.org/10.1177/0256090920100104*
44. *Mulla, Z. R. (2010). Do Emotionally Intelligent People do Well in all Jobs? Exploring the Moderating Role of Inter-Personal Interaction. Vision: The Journal of Business Perspective, 14(4). https://doi.org/10.1177/097226291001400401*
45. *Nasir, M. (2010). An exploration of emotional intelligence of the students of IIUI in relation to gender, age and academic achievement. Bulletin of Education and Research, 32(1).*
46. *Nayak, M. (2014). Impact of culture linked gender and age on emotional intelligence of higher secondary school adolescents. International Journal of Humanities and Social Science Invention, 3(9).*
47. *O'Boyle, E. H., Humphrey, R. H., Pollack, J. M., Hawver, T. H., & Story, P. A. (2011). The relation between emotional*

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 3| March 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

intelligence and job performance: A meta-analysis. Journal of Organizational Behavior, 32(5). https://doi.org/10.1002/job.714

48. *Omar, H. (2023). Developing students' emotional intelligence in the curriculum. JOURNAL OF LANGUAGE STUDIES, 7(2). https://doi.org/10.25130/lang.7.2.7*
49. *O'Neil, J. (1996). On Emotional Intelligence: A Conversation with Daniel Goleman. Educational Leadership: Creating a Climate for Learning, 54(1).*
50. *Overman, S. (2006). Goleman: Develop Emotional Intelligence. HR Magazine, 51(5).*
51. *Palmer, B. R., Gignac, G., Manocha, R., & Stough, C. (2005). A psychometric evaluation of the Mayer-Salovey-Caruso Emotional Intelligence Test Version 2.0. Intelligence, 33(3). https://doi.org/10.1016/j.intell.2004.11.003*
52. *Pandey, M., Sharma, D., & Kamboj, N. K. (2023). Assessing trait emotional intelligence and its relationship with stress and health behaviour in the education sector: An empirical study from Uttarakhand, India. F1000Research, 12. https://doi.org/10.12688/f1000research.131306.4*
53. *Paramita Priyadarshini Das, P. (2015). Role of Emotional Intelligence on Aggression: A Comparison between Adolescent Boys and Girls. Psychology and Behavioral Sciences, 4(1). https://doi.org/10.11648/j.pbs.20150401.15*
54. *Parker, J. D. A., Creque, R. E., Barnhart, D. L., Harris, J. I., Majeski, S. A., Wood, L. M., Bond, B. J., & Hogan, M. J. (2004). Academic achievement in high school: Does emotional intelligence matter? Personality and Individual Differences, 37(7). https://doi.org/10.1016/j.paid.2004.01.002*
55. *Pradhan, R. K., & Jandu, K. (2023). Evaluating the Impact of Conscientiousness on Flourishing in Indian Higher Education Context: Mediating Role of Emotional Intelligence. Psychological Studies, 68(2). https://doi.org/10.1007/s12646-022-00712-4*
56. *Preti, A., Vellante, M., Baron-Cohen, S., Zucca, G., Petretto, D. R., & Masala, C. (2011). The Empathy Quotient: A cross-cultural comparison of the Italian version. Cognitive Neuropsychiatry, 16(1). https://doi.org/10.1080/13546801003790982*
57. *Riemer, M. J. (2003). Integrating Emotional Intelligence into Engineering Education. World Transactions on Engineering and Technology Education, 2(2).*
58. *Rode, J. C., Arthaud-Day, M., Ramaswami, A., & Howes, S. (2017). A time-lagged study of emotional intelligence and salary. Journal of Vocational Behavior, 101. https://doi.org/10.1016/j.jvb.2017.05.001*
59. *Rogers, D. (2014). Beyond Grades and Scores: Expanding the Role of Emotional Intelligence. Journal of College Admission, 224.*
60. *Rosete, D., & Ciarrochi, J. (2005). Emotional intelligence and its relationship to workplace performance outcomes of leadership effectiveness. Leadership and Organization Development Journal, 26(5). https://doi.org/10.1108/01437730510607871*
61. *Salovey, P., & Mayer, J. (1990). Emotional intelligence and the identification of emotion. Intelligence, 22(2).*
62. *Sharma, S., & Tiwari, V. (2023). Emotional intelligence and career success: Does resilience matter? Global Business and Organizational Excellence, 42(6). https://doi.org/10.1002/joe.22196*
63. *Singh, A., Prabhakar, R., & Kiran, J. S. (2022). Emotional Intelligence: A Literature Review of Its Concept, Models, And Measures. Journal of Positive School Psychology, 6(10).*
64. *Sowndarya A, & Elavarasan R. (2022). Effect Of Self Awareness, Self-Regulation, Self-Motivation, Empathy and Social Skill on Leadership Behaviour of Employees Working in It Sector. In Webology (Vol. 19, Issue 2).*
65. *Susanto, A. H., & Abadi, I. B. G. S. (2021). The Influence of Emotional Intelligence and Teacher Workload on Teacher Performance. Indonesian Journal of Educational Research and Review, 4(1). https://doi.org/10.23887/ijerr.v4i1.32925*
66. *Swetha, P., Ramesh, K. S. V., Vanguru, R., Sruthima, G. N. V. S., Rajashekaraiah, P. B., & Srinivas, S. (2023). Role of emotional intelligence in academic performance among dental students of south India: A cross-sectional study. Journal of Datta Meghe Institute of Medical Sciences University, 18(4). https://doi.org/10.4103/jdmimsu.jdmimsu_470_23*
67. *Tatar, A., Tok, S., & Saltukoğlu, G. (2011). Adaptation of the revised schutte emotional intelligence scale into Turkish and examination of its psychometric properties. Klinik Psikofarmakoloji Bulteni, 21(4). https://doi.org/10.5455/bcp.20110624015920*
68. *Tommasi, M., Sergi, M. R., Picconi, L., & Saggino, A. (2023). The location of emotional intelligence measured by EQ-i in the personality and cognitive space: Are there gender differences? Frontiers in Psychology, 13. https://doi.org/10.3389/fpsyg.2022.985847*
69. *Urdan, T., & Schoenfelder, E. (2006). Classroom effects on student motivation: Goal structures, social relationships, and competence beliefs. Journal of School Psychology, 44(5). https://doi.org/10.1016/j.jsp.2006.04.003*
70. *Urquijo, I., Extremera, N., & Azanza, G. (2019). The contribution of emotional intelligence to career success: Beyond personality traits. International Journal of Environmental Research and Public Health, 16(23). https://doi.org/10.3390/ijerph16234809*
71. *Usman, S. A., Kowalski, K. B., Andiappan, V. S., & Parayitam, S. (2022). Effect of Knowledge Sharing and Interpersonal Trust on Psychological Capital and Emotional Intelligence in Higher-educational Institutions in India: Gender as a Moderator. FIIB Business Review, 11(3). https://doi.org/10.1177/23197145211011571*
72. *Valente, S., Veiga-Branco, A., Rebelo, H., Lourenço, A. A., & Cristóvão, A. M. (2020). The relationship between emotional intelligence ability and teacher efficacy. Universal Journal of Educational Research, 8(3). https://doi.org/10.13189/ujer.2020.080324*
73. *Velayutham, S., Aldridge, J. M., & Fraser, B. (2012). Gender differences in student motivation and self-regulation in science learning: A multi-group structural equation modelling analysis. International Journal of Science and Mathematics Education, 10(6). https://doi.org/10.1007/s10763-012-9339-y*
74. *Vetluzhskaya, M. V., Abramova, A. A., Serdakova, K. G., & Maximova, M. E. (2021). Is Gender-Based Approach Applicable to the Development of Medical Students' Emotional Intelligence and Empathic Abilities as Key Professional Competences for an Aspiring Physician? European Journal of Contemporary Education, 10(3). https://doi.org/10.13187/ejced.2021.3.740*