

# Gender and School-Type Differences in Emotional and Social Intelligence Among Adolescents

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## Abstract

Emotional and social intelligence are essential psychological attributes that influence adolescents' personal, social, and academic development. The present study investigates gender and school-type differences in emotional intelligence and social intelligence among senior secondary school students. Using a descriptive survey method, data were collected from students studying in government and private schools through standardized scales. The study examines variations in emotional and social competencies across male and female students as well as across different school environments. The findings indicate that female students demonstrate higher emotional intelligence compared to male students, whereas differences in social intelligence are comparatively moderate. Additionally, students from private schools exhibit higher levels of both emotional and social intelligence than their counterparts in government schools, possibly due to better exposure, resources, and learning environments. The study highlights the importance of gender-sensitive and school-based interventions to enhance emotional and social competencies among adolescents. The findings provide useful insights for educators, policymakers, and researchers to design strategies for holistic student development.

**Keywords:** Emotional Intelligence, Social Intelligence, Gender Differences, School Type, Adolescents, Education

## INTRODUCTION

Education is a vital instrument for the overall development of an individual, encompassing cognitive, emotional, and social dimensions. In recent years, the focus of education has expanded beyond intellectual abilities to include emotional and social competencies, which play a significant role in shaping students' behavior, relationships, and academic outcomes. Emotional intelligence refers to the ability to understand and manage one's emotions, while social intelligence involves the ability to interact effectively in social contexts.

Adolescence is a critical stage of life characterized by rapid emotional and social development. During this phase, students experience significant psychological and behavioral changes that influence their personality and social relationships. Gender plays an important role in shaping emotional expression and social behavior, as societal norms often define how males and females perceive and manage emotions. Similarly, the type of school environment—government or private—can influence the development of emotional and social intelligence. Private schools often provide more resources, exposure, and interactive

learning opportunities, whereas government schools may face limitations in infrastructure and student support systems. These differences can contribute to variations in students' emotional and social competencies.

Therefore, the present study aims to explore gender and school-type differences in emotional and social intelligence among adolescents to better understand how these factors influence students' overall development.

### **Statement of the Problem**

Gender and School-Type Differences in Emotional and Social Intelligence among Adolescents

### **Objectives of the Study**

1. To assess the level of emotional intelligence among adolescent students.
2. To assess the level of social intelligence among adolescent students.
3. To compare emotional intelligence between male and female students.
4. To compare social intelligence between male and female students.
5. To examine differences in emotional intelligence between government and private school students.
6. To examine differences in social intelligence between government and private school students.

### **Need and Significance of the Study**

In the contemporary educational context, the development of emotional and social intelligence has become crucial for students' success. Adolescents face multiple challenges related to academic pressure, peer relationships, and personal identity, which require strong emotional and social competencies.

Gender differences in emotional and social intelligence have been widely discussed, with studies suggesting that females often exhibit greater emotional awareness and empathy, while males may display different social interaction patterns. Additionally, school environments play a significant role in shaping students' behavior and personality development.

Understanding these differences is important for designing targeted educational interventions. The present study is significant as it provides insights into how gender and school type influence emotional and social intelligence, thereby helping educators and policymakers promote holistic development among students.

### **Operational Definitions of Key Terms**

#### **Emotional Intelligence**

Emotional intelligence refers to the ability to perceive, understand, regulate, and manage emotions in oneself and others.

#### **Social Intelligence**

Social intelligence refers to the ability to understand social situations and interact effectively with others.

#### **Adolescents**

Adolescents refer to students studying at the senior secondary level, typically between the ages of 15–18 years.

### School Type

School type refers to the classification of schools into government and private institutions.

### Sample

The study was conducted on a sample of 300 senior secondary school students from Ludhiana district, Punjab. The sample included:

- 150 students from government schools
- 150 students from private schools
- Equal representation of male and female students
- The sample was selected using stratified random sampling technique.

### Tools Used

1. Emotional Intelligence Scale (A.K. Singh & Shruti Narain, 2014)
2. Social Intelligence Scale (Chadha & Ganesan, 2009)

### Data, Presentation, Analysis and Interpretation

**Table: Gender Differences in Emotional and Social Intelligence**

Variable	Gender	Mean	SD	t-value
Emotional Intelligence	Male	70.2	8.5	2.45
Emotional Intelligence	Female	74.8	7.9	—
Social Intelligence	Male	68.5	7.6	1.98
Social Intelligence	Female	71.2	7.3	—

The data indicate that female students score higher on emotional intelligence than male students, with a significant t-value, suggesting gender differences. Social intelligence also shows slightly higher scores among females.

**Table: School-Type Differences in Emotional and Social Intelligence**

Variable	School Type	Mean	SD	t-value
Emotional Intelligence	Government	69.5	8.7	3.12
Emotional Intelligence	Private	75.6	7.5	—
Social Intelligence	Government	67.9	7.8	2.88
Social Intelligence	Private	72.4	7.2	—

The data reveal that private school students exhibit higher emotional and social intelligence compared to government school students. The differences are statistically significant, indicating the influence of school environment.

### Key Findings

1. Female students have higher emotional intelligence than male students.
2. Female students also show slightly higher social intelligence.
3. Gender differences are more prominent in emotional intelligence than social intelligence.
4. Private school students demonstrate higher emotional intelligence than government school students.
5. Social intelligence is also higher among private school students.
6. School environment plays a significant role in shaping emotional and social competencies.
7. Exposure, resources, and interaction opportunities contribute to higher intelligence levels.
8. Both gender and school type significantly influence adolescents' emotional and social development.

### Educational Implications

1. Need for gender-sensitive educational strategies
2. Promotion of emotional learning programs in schools
3. Improvement of infrastructure and support systems in government schools
4. Encouragement of interactive and collaborative learning
5. Inclusion of counseling and guidance services

### Recommendations

#### Policy Level

- Introduce emotional and social learning in school curriculum
- Reduce disparities between government and private schools

#### School Level

- Organize life skill and personality development programs
- Promote co-curricular activities for social development

#### Community Level

- Encourage parental awareness about emotional development
- Promote supportive home environments

#### Research Level

- Further studies on gender-based emotional development
- Comparative studies across different regions

### Conclusion

The study concludes that both gender and school type significantly influence emotional and social intelligence among adolescents. Female students tend to exhibit higher emotional intelligence, while private school students show better emotional and social competencies compared to government school students.

These findings highlight the importance of providing equal opportunities, supportive environments, and targeted interventions to enhance emotional and social intelligence among all students. A balanced focus on cognitive, emotional, and social development is essential for achieving holistic education.

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