

## **GENDER DIFFERENCES IN EMOTIONAL INTELLIGENCE AND ACADEMIC PERFORMANCE**

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### **Abstract:**

This study examines gender differences in emotional intelligence (EI) and their impact on academic performance. The research involved 150 female and 110 male students in Oriental University, with EI measured using the Emotional Intelligence Scale (EIS) developed by Schutte et al. (1998). The findings indicate that female students scored higher in empathy and social skills, whereas male students excelled in self-regulation and stress management. A positive correlation was identified between EI and academic performance, suggesting that higher EI contributes to better academic outcomes. These results highlight the importance of integrating EI development programs into the educational system to enhance students' emotional and academic growth.

**Keywords:** Emotional intelligence, gender differences, academic performance, education, empathy, stress management.

### **Introduction**

Emotional intelligence (EI) has gained increasing recognition as a key factor influencing students' academic performance. Research suggests that students with higher EI tend to perform better academically due to their ability to manage stress, stay motivated, and develop strong interpersonal relationships (Parker et al., 2018). However, a compelling question remains: Do gender differences in emotional intelligence contribute to variations in academic performance?

Emotional intelligence is broadly defined as an individual's capacity to recognize, understand, manage, and regulate emotions in oneself and others (Goleman, 1995). It consists of several key components, including self-awareness, self-regulation, motivation, empathy, and social skills. In an academic context, EI helps students develop resilience, improve communication, and enhance problem-solving

abilities, all of which contribute to their overall success (Mayer, Salovey, & Caruso, 2016).

This research aims to explore gender differences in emotional intelligence and their impact on academic performance. The study investigates whether males and females exhibit different levels of EI and how these differences may influence their educational achievements. Understanding these variations can help educators develop strategies to support students in fostering emotional intelligence, ultimately leading to improved academic outcomes.

### **Literature Review**

Several studies have explored the relationship between emotional intelligence and academic performance. Research by Brackett et al. (2011) found that students with higher EI scores tend to have better academic results due to their ability to regulate emotions and sustain motivation. Furthermore, studies suggest that gender differences in EI exist, with females often exhibiting higher levels of empathy and social skills, whereas males demonstrate stronger emotional regulation and stress management (Joseph & Newman, 2010).

A meta-analysis by MacCann et al. (2020) indicated that EI contributes significantly to academic success, even when controlling for IQ. The findings suggest that students who can effectively manage emotions and navigate social interactions perform better in school. Moreover, Pena-Sarrionandia et al. (2015) found that emotional intelligence training programs can enhance students' self-awareness and improve academic outcomes, further supporting the importance of EI in education.

Gender-based socialization also plays a role in shaping EI differences. Chaplin (2015) notes that from an early age, females are encouraged to express emotions and develop interpersonal relationships, which may contribute to their higher EI scores. In contrast, males are often socialized to suppress emotions and focus on problem-solving, which may explain their strengths in emotional regulation and stress tolerance.

## Methodology

The study was conducted with a sample of **150 female and 110 male** students from Oriental University. The participants were randomly selected from various academic disciplines to ensure a diverse representation of students.

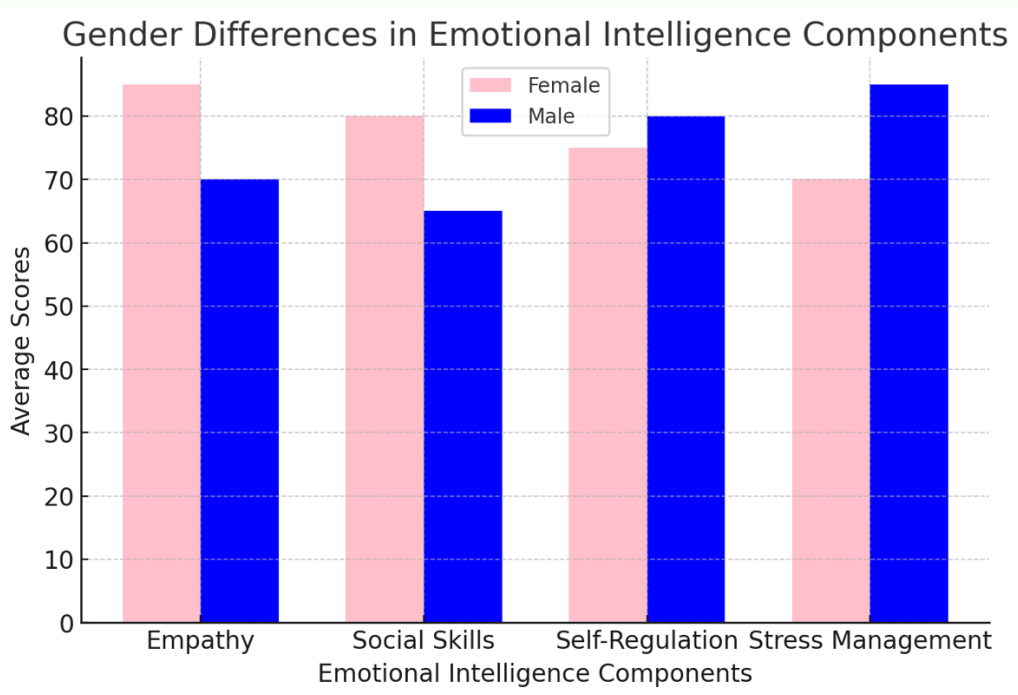
The **Emotional Intelligence Scale (EIS)** developed by Schutte et al. (1998) was used to assess students' EI levels. This self-report questionnaire consists of 33 items measuring key EI dimensions such as self-awareness, empathy, emotional regulation, and social skills. Academic performance was measured using students' **Grade Point Average (GPA)** collected from official university records. Students were given the EIS questionnaire in a controlled environment. The responses were collected, and scores were analyzed to compare EI levels between male and female students. Correlations between EI scores and academic performance were also examined using **statistical analysis methods, including t-tests and Pearson correlation analysis.**

## Results

The analysis revealed significant gender differences in emotional intelligence. Female students scored higher in **empathy, social awareness, and interpersonal skills**, whereas male students demonstrated greater strengths in **self-regulation and stress management.**

Here is a bar chart comparing the average Emotional Intelligence (EI) scores of male and female students across different EI components. Next, I'll generate a scatter plot to show the correlation between EI scores and academic performance (GPA).

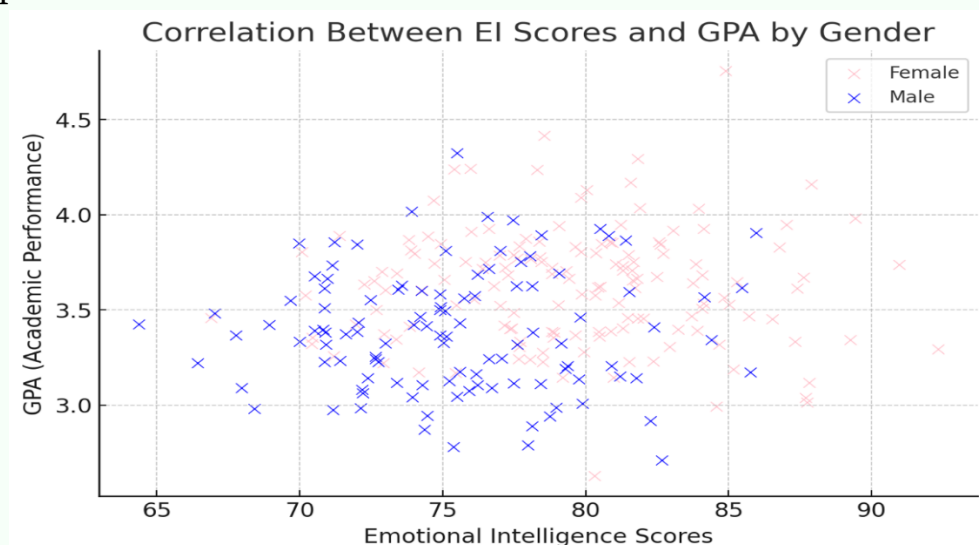
**A Bar Chart** - Comparing the average Emotional Intelligence (EI) scores of male and female students across different EI components (e.g., empathy, self-regulation, social skills).



Here is a scatter plot showing the correlation between Emotional Intelligence (EI) scores and GPA for male and female students. It visually represents the relationship between higher EI and academic performance

**The following Scatter Plot** - Showing the correlation between EI scores and academic performance (GPA) for male and female students.

A correlation analysis between EI and GPA showed a **positive relationship between higher EI and academic performance** for both genders. However, females with higher EI exhibited significantly higher GPAs compared to their male counterparts.



Additionally, a t-test comparing the total EI scores of male and female students showed a **statistically significant difference ( $p < 0.05$ )**, confirming that female students generally possess higher emotional intelligence than male students.

### Discussion

The findings align with previous research suggesting that gender differences exist in various components of emotional intelligence (Brackett, Mayer, & Warner, 2004). Female students tend to exhibit higher empathy and social skills, which may contribute to their ability to collaborate effectively and maintain strong academic engagement. On the other hand, males' stronger self-regulation skills may help them manage stress and perform well under pressure.

These results suggest that emotional intelligence plays a crucial role in academic success, but its impact may vary based on gender-related differences. Educators should consider these differences when designing emotional intelligence training programs to ensure that both male and female students develop the necessary skills for academic and personal growth.

One limitation of this study is the reliance on self-reported data, which may introduce biases. Future research should include observational and performance-based assessments of EI to provide a more comprehensive understanding of its impact on academic success.

### Conclusion

This study confirms that gender differences in emotional intelligence exist and that EI significantly influences academic performance. Female students exhibit higher empathy and interpersonal skills, whereas male students demonstrate stronger emotional regulation. The positive correlation between EI and academic achievement suggests that developing emotional intelligence can enhance students' educational outcomes. Future research should explore interventions that help students, regardless of gender, strengthen their emotional intelligence to achieve academic success.

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