

INTRA-GENDER DIFFERENCES IN EMOTIONAL INTELLIGENCE AMONG POSTGRADUATE STUDENTS

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ABSTRACT

A comparative study of Emotional Intelligence was conducted between MBA and MCA female students studying in Ghaziabad city. The aim of the study was to identify the intra-gender differences (if any) based on the postgraduate stream chosen by the students. Roqan Emotional Intelligence Test (2008) developed by Prof. Roquiya Zainuddin and Anjum Ahmed was used. The Sample comprised of 220 (118-MBA and 102-MCA) female students. The data was analysed by calculating mean, SD and t-test. The result revealed that female MBA students were emotionally more intelligent than female MCA students. Also it shows that female MBA students are more self-regulative and empathetic as compared to female MCA students. The emotional intelligence of female students is more or less same irrespective of locality.

INTRODUCTION

Since the pre-historic days of our evolution, aggression and violence have been raising their head and they seem to be rooted deeply in our present day society. In today's fast growing world, life has become more mechanical and competitive. Youth and as well as children are facing many difficulties which may lead to many psychosomatic problems such as emotional upsets, anxiety, inconsistency of behaviour, etc. Constant emotional pressure hinders the learning ability of an individual and if the situation persists, will annihilate the total personality of the individual and may lead to neuroticism. "*Emotion is a moved or stirred up state of an organism*" -Wood Worth (1945). Like other aspects of personality, emotions play a vital role in the manifestation of the individual's behaviour. People who are slaves of their emotions are, in spite of their extraordinary capacities, unable to perform their best in their field of work. Our emotions have the potential to serve as a delicate and sophisticated internal guidance system alerting us when natural need is not being met. Everybody is emotionally intelligent on different aspects like achievement, motivation, aspiration, adjustment, attitudes, interest and on the whole, the entire personality.

EMOTIONAL INTELLIGENCE (EI)

Emotional intelligence is a different way of being smart (O'Neil, 1996). Humans endowed with great intellectual abilities may become brilliant fiscal analysts or legal scholars, but those who are emotionally intelligent would become a successful CEO, a brilliant trial lawyer, or a powerful bureaucrat. IQ alone is no more the measure for success; emotional

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intelligence, social intelligence and luck also play a big role in a person's success (Goleman, 1995). Moreover, EI is the indicator of social, professional and personal emotional aspects with enduring importance and adapting mechanisms. Many personality characteristics such as sympathy, optimism, self-motivating, self-regulation, self-awareness, self-consciousness, emotion management, etc. lead to success in different grounds of an individual's life. Enhancing these may enable us to explore the novel vista and solve the complexity. An emotionally intelligent person is skilled in 4 areas: identifying, understanding, using and regulating emotions (Mayor & Salovey, 1990). EI is the way of identifying and organizing the specific skills needed to understand and experience emotions most adaptively (Goleman, 1995). EI is crucial in building society by sound relationships with family, adults and peers.

NEED AND SIGNIFICANCE OF THE STUDY

Emotional intelligence and its applications reported that business and technical graduate programmes focused primarily on the individual's competencies such as logical and linguistic intelligence, with less attention being given to spatial, interpersonal and naturalist forms of intelligence. But these are essential to meet deadlines and to maintain a balance between personal life and professional life. Caruso, D., Mayer, J. D. & Salovey, P. (2002) discussed the relationship between emotional intelligence and leadership. Riggio, E. R. & Richard, R. J. (2008) said that emotional skills and complementary social skills are essential for effective leadership. EI competencies can be developed in the Master of Business Administration (MBA) or the Master of Computer Application (MCA) programmes, but not with a typical MBA/ MCA curriculum. Kumar, N. (2012) in his study concluded that among B.Ed. teacher trainees male trainees show higher emotional intelligence than their female counterparts. The study on prospective teachers by Gupta, M. (2014) showed that gender doesn't influence emotional intelligence. Bano, F. et al. (2014) identified that boys were better than girls in their emotional intelligence.

Male and female data had been merged by many empirical studies even though there are reasons to believe that systematic differences in the ways in which the two genders experience the workplace (Roxburgh, 1996). Women are considered to express more and varied emotions as compared to men; they not only express but also manage emotions better. A gender specific perspective was adopted to take into account existing intra-gender differences. Unfolding and understanding the varied intensity of EI gained by those females who are likely to move to the productive world in the near future is vital. Women have

established themselves in the career advanced competitive professions (technical or business). Hence, the study explores the differences in EI among the female postgraduates who are either doing MBA or MCA. Thus the researcher attempted to study the intra-gender differences in emotional intelligence among postgraduate students.

OPERATIONAL DEFINITION OF TERMS USED

Emotional Intelligence (EI): Emotional intelligence is the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action involving the perception, assimilation, understanding and management of emotions.

Post-graduate (PG) student: A student who is pursuing a postgraduate degree after getting a bachelor degree in any stream (science, arts or professional/technical). For the present study only MBA and MCA students were considered.

Intra-gender: Between members of the same sex. Only one sex will be focused and the other will not be considered. Only female gender is considered for the present study.

OBJECTIVES OF THE STUDY

- i. To find out the level of Emotional Intelligence of female postgraduate students (MBA or MCA).
- ii. To compare the levels of Emotional Intelligence among female postgraduate students based on their stream.
- iii. To compare the levels of Emotional Intelligence among female postgraduate students based on their locality.

RESEARCH HYPOTHESES

- 1- There is significant difference between the mean scores of Emotional Intelligence of female MBA and female MCA students.
- 2- There is significant difference between the mean scores of Emotional Intelligence of female MBA and female MCA students based on (i) Self-awareness, (ii) Self-regulation, (iii) Motivation, (iv) Empathy & (v) Social skills.
- 3- There is significant difference between the mean scores of Emotional Intelligence among female postgraduate students from rural and urban locality.

- 4- There is significant difference between the mean scores of Emotional Intelligence among female postgraduate students from rural and urban locality based on (i) Self-awareness, (ii) Self-regulation, (iii) Motivation, (iv) Empathy & (v) Social skills.

DELIMITATIONS OF THE STUDY

1. The area of study is limited only to colleges and universities situated in Ghaziabad city.
2. The sample consists of only female students doing post-graduation (MBA or MCA)

METHODOLOGY

The selected problem has been studied significantly by using the survey method. The data on the sample's emotional intelligence were obtained, analyzed statistically and interpreted.

POPULATION AND SAMPLE

The population comprises all female students studying either MBA or MCA in Ghaziabad city, UP. The sample consists of 220 female postgraduates (118 MBA & 102 MCA students) pursuing professional degree. Simple random sampling technique was used for selecting the sample.

TOOL

Roqan Emotional Intelligence Test (2008) developed by Roquiya Zainuddin and Anjum Ahmed, Department of Education, Aligarh Muslim University was used.

STATISTICAL TECHNIQUE USED

The data was analysed using appropriate statistical techniques like Mean, SD and t-test.

ANALYSIS AND INTERPRETATION OF DATA

Hypothesis 1: There is no significant difference between the mean scores of emotional intelligence of female MBA and female MCA students.

Table 1
EMOTIONAL INTELLIGENCE OF FEMALE MBA AND FEMALE MCA STUDENTS

Dependent Variable	Independent Variable (Female students)	N	Mean	S.D	DF	't' value	*S/NS
Emotional Intelligence	MBA	118	72.08	3.64	118	4.34	S
	MCA	102	69.69	4.42			

* Significant Difference at 0.05 level

Table-1 shows that the mean score for emotional intelligence of female MBA students (72.08) is greater than that of the female MCA students (69.69). The obtained t-value (4.34) is greater than the t-value given in table and hence the null hypothesis-1 is rejected.

Hypothesis 2: There is no significant difference between the mean scores of Emotional Intelligence of female MBA and female MCA students based on (i) Self-awareness, (ii) Self-regulation, (iii) Motivation, (iv) Empathy & (v) Social skill.

Table 2

EI OF FEMALE MBA AND FEMALE MCA STUDENTS BASED ON ITS DIMENSIONS

S. no	Dimension of EI	Variable (Female students)	N	Mean	S.D	DF	't' value	*S/NS
2(i)	Self-awareness	MBA	118	11.52	1.42	118	1.77	NS
		MCA	102	11.16	1.58			
2(ii)	Self-regulation	MBA	118	24.23	2.42	118	5.24	S
		MCA	102	22.73	1.82			
2(iii)	Motivation	MBA	118	11.70	1.39	118	2.07	S
		MCA	102	12.08	1.33			
2(iv)	Empathy	MBA	118	10.72	0.79	118	5.83	S
		MCA	102	9.88	1.26			
2(v)	Social Skills	MBA	118	13.92	1.87	118	0.32	NS
		MCA	102	13.84	1.81			

* Significant Difference at 0.05 level

Table-2 shows that the calculated t-values for 2(i) and 2(v) are 1.77 and 0.32 respectively both of which are less than the t-value given in the table and hence the null hypotheses 2 (i) and 2 (v) are accepted. The calculated t-value for 2(ii), 2(iii) and 2(iv) are 5.24, 2.07 and 5.83 respectively which are greater than the t-value given in the table and hence the null hypotheses 2(ii), 2(iii) and 2(iv) are rejected.

Table 3: There is no significant difference between the mean scores of Emotional Intelligence among female postgraduate students from rural and urban locality.

Table 3: Emotional Intelligence (EI) of female postgraduate students based on locality

Dependent Variable	Independent Variable (Female students)	N	Mean	S.D	DF	't' value	*S/NS
Emotional	Rural	121	71.31	4.20			NS

Intelligence	Urban	99	70.57	4.15	118	1.31	
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*** Significant Difference at 0.05 level**

Table-3 shows that though the mean score for emotional intelligence of female students from rural (71.31) areas is slightly greater than that of those from urban (70.57) areas, the obtained t-value (1.31) is less than the t-value given in the table and so the null hypothesis-3 is accepted.

Table 4: There is no significant difference between the mean scores of Emotional Intelligence among female postgraduate students from rural and urban locality based on (i) Self-awareness, (ii) Self-regulation, (iii) Motivation, (iv) Empathy & (v) Social skills.

Table 4: EI of female postgraduate students from rural and urban based on its dimensions

S. no	Dimension of EI	Variable (Female students)	N	Mean	S.D	DF	't' value	*S/NS
4(i)	Self-awareness	Rural	121	11.52	1.54	118	1.89	NS
		Urban	99	11.14	1.44			
4(ii)	Self-regulation	Rural	121	23.46	2.24	118	0.52	NS
		Urban	99	23.62	2.34			
4(iii)	Motivation	Rural	121	11.95	1.27	118	0.85	NS
		Urban	99	11.79	1.48			
4(iv)	Empathy	Rural	121	10.31	1.03	118	0.26	NS
		Urban	99	10.35	1.21			
4(v)	Social Skill	Rural	121	14.06	1.80	118	1.57	NS
		Urban	99	13.67	1.86			

*** Significant Difference at 0.05 level**

Table-4 shows the calculated t-value for 4(i), 4(ii), 4(iii), 4(iv) and 4(v) are 1.89, 0.52, 0.85, 0.26 and 1.57 respectively all of which are less than the t-value given in the table and hence the null hypotheses 4(i), 4(ii), 4(iii), 4(iv) and 4(v) are accepted.

FINDINGS ON THE INTRA-GENDER DIFFERENCES IN EI

1. There is significant difference between the mean scores of female MBA and female MCA students with respect to their emotional intelligence. The mean scores reflect that the female MBA students have more emotional intelligence than the female MCA students.

2. There is significant difference between the mean scores of female MBA and female MCA students with respect to their self-regulation, motivation and empathy. It reveals that the female MBA students have more self-regulation and empathy than the female MCA students. It is also noted that the female MCA students have higher motivation than the female MBA students.
3. There is no significant difference between the mean scores of female MBA and female MCA students with respect to their self-awareness and social skills. It means that self-awareness and social skills of both female MBA and female MCA students are similar.
4. There is no significant difference between the mean scores of emotional intelligence among female postgraduate students from rural and urban locality. The mean scores reflect that the female postgraduate students from rural areas have more or less same level of emotional intelligence like female postgraduate students from urban areas irrespective of locality. It reveals that both the groups do not differ in any of the dimensions of emotional intelligence.

CONCLUSION

This investigation intended to gauge the intra-gender differences among the postgraduate students in their emotional intelligence, if any, especially between female MBA students and female MCA students. The results have revealed that the female MBA students are more emotionally intelligent than the female MCA students. The female MBA students are more self-regulative and empathetic as compared to the female MCA students. Also the female MBA students who are future administrators are emotionally better balanced than female MCA students. At the same time, the female MCA students who have less EI as compared to the female MBA students need to improve. In the case of locality, the emotional intelligence of both rural and urban postgraduate female students is similar. The study is of great importance for the growing professionals especially females to understand, manage and utilize their EI potentials to the fullest extent for success in the present scenario of professionalism.

EDUCATIONAL IMPLICATIONS OF THE STUDY

Education is illumination and plays a significant role in the lives of individuals by empowering them with various abilities, skills, competencies and thus paving way for enhancing the quality of life. Emotional intelligence being one's ability, educationists can design a syllabus where EI can be identified and catered to according to the individual differences by giving some interventions to those who are emotionally weak and fragile. It

must be incorporated into the curriculum of business or technical courses, with the help of assessment tools and experiential exercises. As it is increasingly important for team-based collaboration, organizations can also develop training programs for improving the EI of their employees. Managing one's emotions through self-discipline, integrity and motivation toward one's goals is of at most importance for achieving optimal effectiveness. In transforming students into business and technical professionals, academicians need to play a pivotal role by enriching student's knowledge and enhancing student's emotional intelligence levels using some theories and simulations as viable intervention tools. Theories and measurement tools will evolve over time. The government can establish many institutions like meditation classes and yoga classes, and provide for vocational training to enhance the level of performance.

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