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A STUDY OF EMOTIONAL INTELLIGENCE AMONG MANAGEMENT STUDENTS IN RELATION TO THEIR GENDER IN NCR REGION

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ABSTRACT

The purpose of this study was to assess the level of Emotional Intelligence of Management Students (M.B.A) of the Universities. The assessment was based on **Emotional Intelligence Inventory** developed by the **S.K Mangal**. The researchers used questionnaires to acquire information about Sample **150** Management Students (M.B.A) of various Universities. Stratified Sample technique used for the study and t-test used for the analysis of data. The result showed systematic and effective for the society. The researchers found that Male M.B.A Students scored higher Emotional Intelligence than female M.B.A Students at higher level but in the respect of Inter and Intra-personal Awareness, they have more less same level of Emotional intelligence. My study will be applicable not for researcher but society also because Emotional integration is a bases of national integration. So that we can declare that this study will be applicable for nation also.

Keywords: Emotional Intelligence, M.B.A Students and Higher level.

1. INTRODUCTION

Human beings have been considered as the highly superior species among the living creatures exist in our universe and so, solely mankind has the responsibility to make vulnerable, secular and pro-social societies for every living organism to survive equally and happily in this world. Ever since the evolution, aggression and violence have been raising its head and now in 21st century it seems to be rooted deeply in our society. To deal such aggression and violence, people must learn to deal intelligently with their upsetting and triggering emotions to hold and exhibit pro-social acts like charities, friendship, co-operation, helping, rescuing, sacrificing, sharing and altruism. People dominated by altruistic value certainly will be an asset to the society as their acts are motivated solely by the desire to make other persons "feel better". Emotional intelligence is a relatively new concept and can be referred to as holistic wisdom. It is a lack of attention to emotional intelligence in our homes and schools that has lead to a rapid rise in the current social ills. Emotional intelligence when well exercised helps us to live a life full of wisdom. It guides our thinking, values and passions. It helps to bring appropriateness to emotions. People with a high level of emotional intelligence are found to be happier, more successful, and more socially responsible, experience more job satisfaction, have more harmony in their relationships and are better adjusted than people with low emotional intelligence.

The term emotional intelligence it self was used in the 1960s incidentally in literal criticism (Van Ghent 1961) and psychiatry (Leuner, 1966), two decades later, it was employed more extensively in a dissertation (Payne, 1986). In computer science, artificial intelligence researcher developed expert system that included emotional understanding; they developed an artificial emotional intelligence (Dyer, 1983, Mayer 1986; Picard1997; Sloman and Croucher, 1981). It can be defined as the ability to use our emotions intelligently and appropriately in different situations, combined with your ability to use emotions to make ourselves more intelligent overall. Emotionally intelligent people are able to accurately recognize and comprehend emotion, both in themselves and in others, to appropriately express emotion, and to be able to control their own emotion so as to facilitate their own emotional, intellectual and spiritual growth. In short, emotionally intelligent people intentionally use their thinking and behavior to guide their emotions rather than letting their emotions dictate their thinking and behavior. People who are highly emotionally intelligent tend to also be highly emotionally resilient.

2. SIGNIFICANCE OF STUDY

The academic and educational performance of children is known to be strongly influenced by Emotional Intelligence. Given the close relationship between these two variables it becomes important to examine these with special reference to Sex of Management Students in NCR region. Piaget and Inhelder (1969) stressed three areas of Emotional and Mental development that interact in the child to provide the basis for knowledge. Education is the main means through which knowledge is acquired. The first of these functions is that of imagery which develops into imitation. Language is the third function and is stimulated and enriched by the functions of both imagery and imitation. Each of these interacts with the other to build up a cognitive network for understanding and expressing language and later reflects in academic performance.

The Management Students directions, pay attention and continuously they are out of what is going on in the classroom while studying. Hence most of them have low academic achievement and cannot get success in life. Many more studies have been conducted on the cause effect relationship between Intelligence and academic achievement, social skills and academic achievement; however there are still only few studies, which touch the aspect of Emotional Intelligence and its effect on academic achievement of the Management Students

So the present study aims at finding out the Emotional Intelligence of MBA students in relation to Gender at higher level .

3. OBJECTIVES OF THE STUDY

3.1 Primary Objective

To compare the Emotional Intelligence of Male and Female M.B.A Students at higher level.

3.2 Secondary Objective:

1. To compare the Inter-personal Awareness of Male and Female M.B.A Students at higher level.

2. To compare the Intra-personal Awareness of Male and Female M.B.A Students at higher level.
3. To compare the Inter-personal Management of Male and Female M.B.A Students at higher level.
4. To compare the Intra-personal Management of Male and Female M.B.A Students at higher level.
5. To compare the Emotional intelligence of Male and Female M.B.A Students at higher level.

4. HYPOTHESIS OF STUDY

1. There is no significant difference between the Emotional Intelligence of Male and Female M.B.A students at higher level
2. There is no significant difference between the Inter-personal Awareness of Male and Female M.B.A Students at higher level
3. There is no significant difference between the Intra-personal Awareness of Male and Female M.B.A Students at higher level
4. There is no significant difference between the Inter-personal Management of Male and Female M.B.A Students at higher level
5. There is no significant difference between the Intra-personal Management of Male and Female M.B.A Students at higher level

5. DELIMITATION OF THE STUDY

1. The study was confined to the Management college/University in NCR region.
2. The study was limited to 90 Male and 60 Female M.B.A Students at higher level.
3. Only Emotional intelligence and only 4 aspects are measured in present study.
4. The present study was conducted for those students studying in higher level which age is 21+.

6. METHODOLOGY

6.1 Research Deigns

In the present research the researcher to try to analysis the study of Emotional Intelligence between of Male and Female M.B.A Students at higher level In this study descriptive survey method has been used. Survey research is considered to be a branch of scientific research. The survey research is interested in accurate assessment of the characteristic of whole population of people (Kerlinger, 1973). Therefore, survey research focuses on the vital facts of people and their beliefs opinions, attitudes motivation and behaviours. In survey research sample drawn from the population are studied and inferences are made about the whole population.

6.2 Population and Sample Selection: The population of the present study was of Male and Female M.B.A Students of Higher level in NCR Region There are many techniques of sample

selection. Keeping in view of this study researcher used Stratified Random Sampling method to collect the data. Sample in the present study: In the present study 150 of M.B.A Students at higher level students who were age above 21+ and studying in High level are taken as sample, which were divided into two groups as under:

6.3 Tool Used

For the purpose of present study, the investigator used the Mangal Emotional Intelligence Inventory. Mangal Emotional Intelligence Inventory (MEII):The MEII was used for gathering data from Mangal Emotional Intelligence Inventory in the present study. The test was developed Dr. S.K. Mangal (Guest Faculty, Department of Education, M.D. University, Rohtak) and Mrs. Subhra Mangal (Principal C.R.S. College of Education, Noida).

6.4 Statistical Technique Used

Researcher has been used SD, Mean, and t-test Statistical technique for collect data of the study

7. ANALYSIS AND INTERPRETATION OF DATA

In view of the objective of the study, the Mean and S.D. were calculated from the raw scores. After this 't' value were calculated and tested at the 0.05 and 0.01 level of confidence.

Table 1: Comparison Of The Emotional Intelligence Of Male And Female M.B.A Students

Students(Gender)	No. of Subjects	Mean of Scores	S.D.	't' Value	Significant
Male (MBA)	90	60.15	9.24	3.94**	Significant at 0.05 and 0.01 level
Female(MBA)	60	54.37	8.06		

Table 1 reveals that mean score (M = 60.15) for Emotional Intelligence of Male M.B.A students is higher than the mean scores (M = 54.37) of Female M.B.A students. The calculated 't' value is 3.94. Which is significant at 0.05 and 0.01 level of confidence. Hence the hypothesis that "There is no significant difference between the Emotional Intelligence of Male M.B.A students and Female M.B.A students" has been rejected. It means that Male M.B.A students are highly emotionalized than to Female M.B.A students.

Table 2: Comparison Of The Intra-Personal Awareness Of Male And Female M.B.A Students

Students(Gender)	No. of Subjects	Mean of Scores	S.D.	't' Value	Significant
Male (MBA)	90	13.56	3.29	1.32*	No Significant
Female(MBA)	60	12.82	3.44		

On the basis of above Table 2 it is clear that mean scores ($M = 13.56$) for Intra-personal Awareness of Male M.B.A students is little higher than the mean scores ($M = 12.82$) of Female M.B.A students. The calculated 't' value is 1.32 which is not significant at 0.01 and 0.05 level of confidence. So the hypothesis is that "There is no significant difference between the Intra-personal Awareness of Male M.B.A students and Female M.B.A students" has been accepted.

It may be said that Intra-personal Awareness of Male M.B.A students and Female M.B.A students are more or less same.

Table 3: Comparison Of The Iner -Personal Awareness Of Male And Female M.B.A Students

Students(Gender)	No. of Subjects	Mean of Scores	S.D.	't' Value	Significant
Male (MBA)	90	13.67	3.46	0.68	No Significant
Female(MBA)	60	13.27	3.54		

It is clear from table 3 that mean score ($M = 13.67$) for Inter-personal Awareness of Male M.B.A students is little higher than the mean score ($M = 13.27$) of Female M.B.A students. Here calculated' value is 0.68, which is less than the't' value of 0.05 & 0.01 level of confidence.

Hence the hypothesis that "There is no significant difference between Inter-personal Awareness of Male M.B.A students and Female M.B.A students" has been accepted. It reveals that there is no difference between Inter-personal Awareness of Male M.B.A students and Female M.B.A students.

Table 4: Comparison Of The Intra-Personal Management Of Male And Female M.B.A Students

Students(Gender)	No. of Subjects	Mean of Scores	S.D.	't' Value	Significant
Male (MBA)	90	15.04	3.56	3.19**	Significant at 0.05 & 0.01 level
Female(MBA)	60	13.12	3.68		

On comparing Intra-personal Management between Male M.B.A students and Female M.B.A students in table no. 4 shows that mean scores ($M = 15.04$) of Male M.B.A students is higher than the mean scores ($M = 13.12$) of Female M.B.A students. The calculated 't' value is 3.19 which is significant at 0.05 and 0.01 level of confidence .Hence the hypothesis that "There is no significant difference between Intra-personal Management of Male M.B.A students and Female M.B.A students" has been rejected.

It means that Male M.B.A students are highly Intra-personal Management than to Female M.B.A students.

Table 5: Comparison Of The Inter-Personal Management Of Male And Female M.B.A Students

Students(Gender)	No. of Subjects	Mean of Scores	S.D.	't' Value	Significant
Male (MBA)	90	15.16	3.32	2.03**	Significant at 0.05 level
Female(MBA)	60	14.05	3.21		

The calculated mean, SD and 't' value reveals that mean score (M = 15.16) for Inter-personal Management of Male M.B.A students is higher than the mean score (M = 14.05) of Female M.B.A students. The calculated 't' value is 2.03. Which is significant at 0.05 level of confidence.

Hence the hypothesis that "There is no significant difference between Inter-personal Management of Male M.B.A students and Female M.B.A students" has been rejected. It means that Male M.B.A students are highly Inter-personal Management than to Female M.B.A students.

8. FINDINGS AND DISCUSSION

We have found in our research that the main finding is given below:

8.1-H.1 On the basis of objective "To compare the Emotional Intelligence of Male and Female M.B.A Students" the hypothesis "There is no significant difference between the Emotional Intelligence of Male and Female M.B.A Students" has been rejected.

The Emotional Intelligence of Male M.B.A Students is higher than the Female M.B.A Students.

It means that Male M.B.A Students are highly emotionalized than to Female Students.

8.2-H.2 On the basis of objective when we compare the Intra-personal Awareness of Male and Female M.B.A Students with the help of testing hypothesis that "There is no significant difference between the Intra-personal Awareness of Male and Female M.B.A Students" has been accepted.

It may be said that Intra-personal Awareness of Male and Female M.B.A Students are more or less same.

8.3-H.3 To compare the Inter-personal Awareness of Male and Female M.B.A Students with the help of testing hypothesis that "There is no significant difference between the Inter-personal Awareness of Male and Female M.B.A Students" has been accepted.

It reveals that there is no difference between Inter-personal Awareness of Male and Female M.B.A students

8.4-H.4 To compare the Intra-personal Management of Male and Female M.B.A Students on the basis of testing hypothesis that "There is no significant difference between the Intra-personal Management of Male and Female M.B.A Students" has been rejected.

It means that Male M.B.A Students are highly Intra-personal Management than to female M.B.A Students

8.5-H.5 To compare the Inter-personal Management of Male and Female M.B.A Students, on the basis of testing hypothesis that “There is no significant difference between the Intra-personal Management of Male and Female M.B.A Students ” has been rejected.

It means that Male M.B.A Students are highly Inter-personal Management than to Female M.B.A Students.

9. CONCLUSION:

In the present study the hypothesis No. 2, 3, are accepted and hypothesis No. 1, 4, 5 are rejected.

In the hypothesis No. 1 we find that Male M.B.A Students are highly emotionalized than to Female M.B.A Students.

To improve Emotional Intelligence of Female M.B.A Students should provide that kind of environment in which they can feel comfortable and will not face their weakness. For this their parents and teachers can play a major role. They should not compare them with other students and treat them with love and care.

In the hypothesis No. 4, we find that Male M.B.A Students are highly Intra-personal Management than to Female M.B.A Students. This may be because they are not able to express their ideas, thoughts and they get frustration, anxiety, depression and other psychosocial problem.

To improve the Intra-personal Management of Female M.B.A Students to give them good environment which do help to remove their negative emotions.

In the hypothesis No. 5, we find that Male M.B.A Students are highly Inter-personal Management than to Female M.B.A Students.

For increasing the Inter-personal Management of Female M.B.A Students the teacher should visit the female M.B.A Students to various places with their friends and they should play them different type of games for which they connect with the society.

10. EDUCATIONAL IMPLICATIONS

Knowing about one's emotional intelligence in terms of an emotional quotient has wide educational and social implications for the welfare of the individual and the society. This fact has now been recognized and given practical shape and implications all around the globe.

The following factors show the importance of Emotional Intelligence:

1. Emotional intelligence is a powerful, and at times more powerful than I.Q. While I.Q. contributes only about 20% of success in life, of the others forces contribute the rest. We can infer that emotional intelligence, luck and social class are among those other factors.

2. Unlike I.Q. emotional intelligence may be the best predictor of success in life, emotionally intelligent people are more likely to succeed in every thing they undertake in their life.
3. Unlike what is claimed of I.Q. we can teach and improve in children and in any individual, some crucial emotional competencies, paving the way for increasing their emotional intelligence and thus making their life more healthy enjoyable and successful in coming days.
4. The concept of emotional intelligence is to be applauded not because it is totally new but because it captures the essence of what our children or all of us need to know for being productive and happy.
5. I.Q. and even standard Achievement Tests (SAT) scores do not predict any person's success in Life. Even success in academics can be predicted more by emotional and social measure (eg. being self assured and interested, following directions turning to teachers for help, and expressing needs while getting along with other colleagues) than by academic ability as claimed by various researches.
6. In working situations too, emotional intelligence helps more than one's intellectual potential in terms of one's I.Q. or even professional skills and competencies. A professionally competent person having poor emotional intelligence may suffer on account of his inability to deal with his self or getting along properly with others.
7. A person's emotional intelligence helps him much in all spheres of life through its various constituents or components namely knowledge of his emotions (self-awareness) managing the emotions motivating one self, recognizing emotions in others (empathy) and handling relationships. The achievement of the end results in terms of better handling of mutual relationships is quite essential and significant in his life. It can only be possible through his potential of emotional intelligence and its proper development.

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