

A Study on Gender Comparison of Emotional Intelligence (EI) Among Management Students with Special Reference To NCR

1.Mr. Anurag Agarwal,

Assistant Professor and Soft Skill Trainer,

ORCID ID: 0009-0004-5320-2279

Email id: anuragagarwal336@gmail.com

Mangalmay Institute of Management and Technology (MIMT), Greater Noida, UP, India.

2.Dr. Himani Shonik,

Assistant Professor,

Mangalmay Institute of Management and Technology (MIMT), Greater Noida, UP, India.

ORCID ID: 0000-0003-0181-2265

Email id: himani.shonik@gmail.com

3.Mr. Vishal,

Assistant Professor,

Mangalmay Institute of Management and Technology (MIMT), Greater Noida, UP, India.

4.Mr. Ashok Kumar Gupta,

Assistant Professor,

Mangalmay Institute of Management and Technology (MIMT), Greater Noida, UP, India.

ORCID ID: 0009-0003-1548-8408

5.Dr. Richa Sharma,

Associate Professor,

Mangalmay Institute of Management and Technology (MIMT), Greater Noida, UP, India.

Abstract:

Emotional Intelligence (EI) has been a hot topic in the field of psychology for the last few decades. In today's competitive environment, when students are expected to execute various jobs with efficiency and effectiveness, it is critical to build EI towards life's unseen complications and quality education. Are women more emotionally intelligent than men? Today, both the general public and academia feel that women have a greater understanding of emotions. This research paper looks into the nuanced landscape of gender inequalities in EI among management students in NCR. The study focuses on identifying gender discrepancies in EI among management students in the National Capital Region. Utilizing a comprehensive approach, including quantitative assessments and qualitative insights, the research aims to discern variations in EI levels among male and female management students in NCR. Findings from this study hold relevance for shaping educational strategies to promote gender equity and elevate EI proficiency in the management sector.

Keywords: Emotional intelligence, Gender difference, Management students, National Capital Region (NCR).

Introduction:

Emotional Intelligence (EI) is a key aspect of human capacity, particularly in academic and professional settings. This study investigates gender discrepancies in EI among management students in the dynamic milieu of NCR.

The rationale for exploring gender-specific characteristics of EI stems from the awareness that each individual brings unique strengths and challenges to their educational journey. While traditional academic measures provide useful information, knowing the significance of EI adds a layer of complexity that is necessary for holistic student development.

A high EI helps one maintain a condition of harmony and tranquilly inside oneself, as well as being more self-confident in dealing with the demands of living and learning in educational institutions. Students' entire well-being and academic success depend on their ability to develop and improve their EI. Educational institutions that prioritise the formation of EI contribute to providing a good and supportive learning environment in which students are equipped with the emotional skills required to achieve academically and traverse the hurdles of their educational journey. (Aleena T., Vignaanth, 2021)

Salovey and Mayer invented the term "EI" in the early 1990s, and Daniel Goleman popularised it. It refers to a range of talents such as self-awareness, self-regulation, motivation, empathy, and social skills. Research in this field has linked EI to different facets of personal and professional achievement, making it an appealing area of study in higher education.

Gender differences in EI have sparked attention and discussion. Some research imply that males and females express and experience emotions differently, which may influence their social interactions and coping techniques. Understanding these variances is critical for developing educational techniques that resonate with students' various emotional landscapes. By providing empirical insights, this study hopes to inform educational institutions, employers, and policymakers, encouraging a better knowledge of gender-specific EI dynamics.

IQ Vs. EQ:

EI and EQ shouldn't be confused with one another. EQ evaluates emotional intelligence in the same way that IQ measures intelligence. There are instances where EQ and EI are used synonymously. The most recent research indicates that EQ is more significant than IQ. A high IQ is necessary for success as an engineer, but when managing an engineering team, emotional intelligence (EQ) matters more than IQ. It is believed that EI plays a major role in job advancement, work-life balance, and leadership. Only around 20% of job performance is determined by IQ; the remaining 80% is determined by other traits like EI (Pool, 1997).

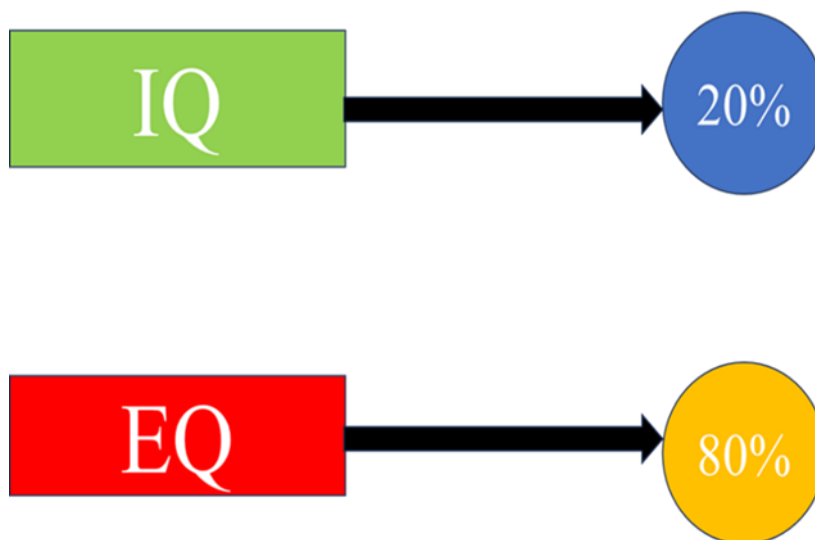


Figure 1

Components / Elements of EI:

Self-Awareness, Self-Regulation, Motivation, Empathy, and Social Skills are the five facets of EI:

1. **Self-Awareness**, defined as "having a deep understanding to one's emotions, strengths, weaknesses, needs, and drives," is the first element of EI (Goleman, 1995).
2. **Self-Regulation** makes up the second element of EI. People can break free from being prisoners of their emotions by having this continuous dialogue with themselves (Goleman, 1995).
3. **Motivation**, or the strong inner will to succeed for the sake of succeeding, is the third facet of EI.

4. **Empathy**, or the ability to understand and be mindful of the feelings of others, is the fourth element of EI.
5. **Social Skills** make up the final element of EI. People use their friendliness as a tool to get what they want from others. A person with social skills can influence others.



Figure 2 (Components of EI)

Source of diagram: (Joy and Manu, 2018)

Significance of the Study:

This research is important for educators, policymakers, and researchers who are interested in developing inclusive and successful learning environments. The study's goal is to provide insights that contribute to the current conversation about improving the holistic educational experience in management education settings by unravelling the intricate relationship between gender and EI.

Literature Review:

Certain external and internal stimuli, which support learning and career growth, energise human activities. EI is among these variables.

Grossman and Wood (1993) found that there is a common belief in society that women sense and express their emotions more thoroughly than men. Stereotypes about gender and emotional expressiveness appear to be erroneous and deceptive. Experiments examining gender inequalities in ability and trait EI yielded mixed results.

Austin et al. (2007) and Brackett, Mayer, and Warner (2004) discovered that women rated somewhat higher than men, whereas males reported a higher feeling of EI than females.

Brackett, Mayer, and Warner (2004) demonstrated that men with lower EI capacity engage in significantly more potentially harmful activity than their female counterparts.

Makvana (2014) and Rooy, Alonso, and Viswesvaran (2004) revealed that females had higher levels of EI.

Cakan and Altun (2005) showed no differences in EI based on gender, age, or employment experience.

Sajjad and Ali (2013) discovered that female students excelled at dealing with sentimental data.

Nasir and Masrur (2010) and Shehzad and Mahmood (2013) examined and concluded that there is no variation in EI based on gender.

King (1999), Sutarso (1999), Wing and Love (2001), and Singh (2002) revealed that females have higher EI than males.

Tapia (1999) and Dunn (2002) observed that girls outperformed boys in terms of empathy, social responsibilities, and relationship building. More sensitivity was discovered in their interactions with parents, friends, and siblings. All of these characteristics contribute to their higher EI levels than boys'.

Brackett, Rivers, and Salovey (2011) asserted EI as the ability to better relate to others and take into account their desires, wishes, thoughts, goals, moods, drive, and needs. Furthermore, EI develops the ability to motivate and communicate with others.

Sternberg (2003) discovered that emotionally intelligent people monitor other people's thoughts, and EI is useful when attempting to understand another person's motivation, ideas, attitudes and actions.

These contradicting findings prompted the researchers to revisit the topic and investigate EI in terms of gender in the local environment.

Research Gap:

While there is a growing corpus of research on EI and academic accomplishment, there is a lack of thorough analysis that specifically addresses gender inequalities in management education. This study tries to close this gap by investigating how gender effects EI among management students.

Research Methodology:

Objectives of the Study:

1. The study aims to examine gender differences in EI among management students.
2. To identify the differences in EI between graduate and postgraduate management students.

Statement of Problem:

Studying EI is crucial given its significance in day-to-day living, academic success, and professional advancement. Since girls mature earlier than boys, the issue being researched is how male and female EI differ among management students.

Hypothesis:

H₀₁: There is no statistically significant difference in EI scores between genders.

H₀₂: There is no statistically significant difference in EI scores between MBA and BBA students.

H₀₃: EI is positively associated with Self-awareness, Self-Regulation, Motivation, Empathy, Social Skills.

Research Design:

- Type of Research: Quantitative (Empirical)
- Sources of Data Collection: Survey Method (Structured Questionnaire)
- Type of Data: Primary data
- Research Instruments: SPSS 20.0
- Sampling Unit: Students Population: Management Students of current academic year (BBA and MBA)
- Sample Size: 100
- Area of the Study: NCR
- Sampling Technique: Random Sampling
- Statistical Tool used: Regression Model, t-test.

Data Analysis and Results:

Table 1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.567 ^a	.322	.289	.58686

a. Predictors: (Constant), Social Skills, Self-Awareness, Self-Regulation, Motivation, Empathy

Table 2: ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	16.810	5	3.362	9.762	.000 ^b
Residual	35.473	103	.344		
Total	52.283	108			

a. Dependent Variable: Emotional Intelligence (EI)

b. Predictors: (Constant), Social Skills, Self-Awareness, Self-Regulation, Motivation, Empathy

Table 3: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.869	.422		2.057	.042
Self-Awareness	.140	.096	.140	1.450	.015
Self-Regulation	-.047	.086	-.053	.849	.054
Motivation	.019	.096	.020	.599	.084
Empathy	.052	.113	.050	.464	.644
Social Skills	.595	.125	.478	4.762	.000

a. Dependent Variable: Emotional Intelligence (EI)

The regression model is statistically significant at the 5% level, with a p-value less than 0.05. The R-squared value of 0.332 indicates that the independent factors (self-awareness, self-regulation, motivation, empathy, and social skills) can explain approximately 33.2% of the variance in the dependent variable. With the exception of empathy and motivation, all independent variables had p-values of less than 0.05, showing statistical significance at the 5% level. There is a positive correlation between EI and social skills, as well as self-awareness. Moreover, all independent factors have p-values < 0.1, showing a positive impact on the dependent variable at the 10% significance level, except for self-regulation.

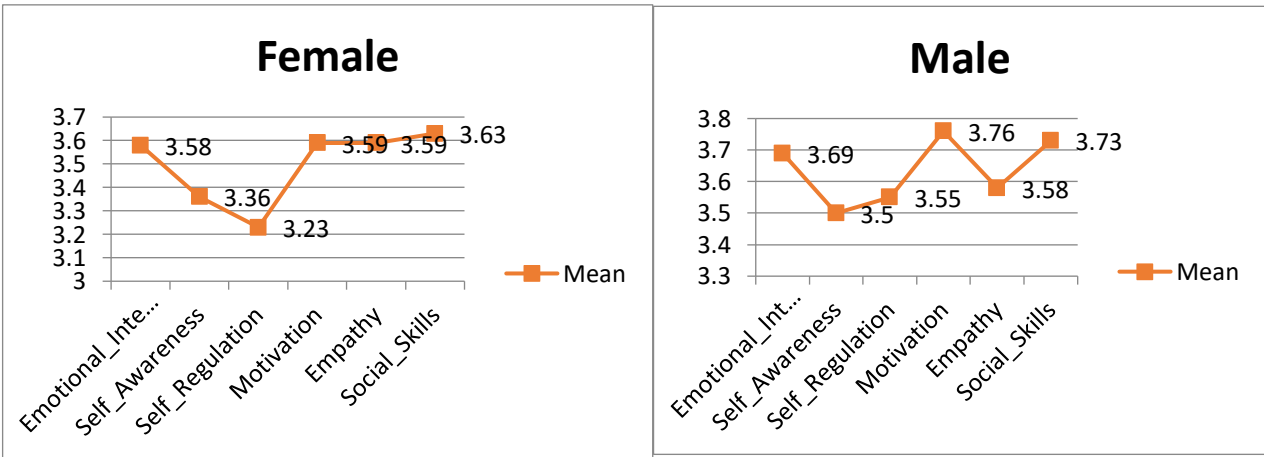


Figure 3. Gender difference of EI

Figure 3 clearly demonstrates that male scores regularly outperform female scores across all categories investigated. Notably, the data shows that females tend to have lower scores in "self-regulation," compared to males tend to have lower

scores in 'self-awareness.' Furthermore, males rank the highest in the 'motivation' aspect, whereas females excel in 'social skills.'

	Class	Numbers	Mean	Sig. (2-tailed)
Emotional Intelligence	MBA	79	3.6	0.4
	BBA	30	3.7	
Self-Awareness	MBA	79	3.3	0.1
	BBA	30	3.6	
Self-Regulation	MBA	79	3.3	0.06
	BBA	30	3.6	
Motivation	MBA	79	3.6	0.4
	BBA	30	3.7	
Empathy	MBA	79	3.5	0.1
	BBA	30	3.7	
Social Skills	MBA	79	3.6	0.72
	BBA	30	3.7	

Table 4:

The t-test results in Table 4 show that BBA students outperform MBA students in terms of differences in 'Self-Regulation' at the 5% significance level. The mean scores indicate BBA students' supremacy in this area.

Table 5:

According to Table 5, the t-test results showed that male students outperformed female students in terms of 'Self-Regulation'. The mean results indicate that male students outperform female students.

	Gender	Numbers	Mean	Sig. (2-tailed)
Emotional Intelligence	Male	60	3.69	0.4
	Female	49	3.58	
Self-Awareness	Male	60	3.50	0.3
	Female	49	3.36	
Self-Regulation	Male	60	3.55	0.02ns
	Female	49	3.23	
Motivation	Male	60	3.76	0.2
	Female	49	3.59	
Empathy	Male	60	3.58	0.9
	Female	49	3.59	
Social Skills	Male	60	3.73	0.3
	Female	49	3.63	

Conclusion:

It is worth emphasising that EI plays an important part in individual's learning, both in terms of personal development and professional advancement. Measuring EI is a tough task that demands the development of exact procedures due to individual differences. EI fosters emotional stability, and students attending universities and higher education institutions are expected to be more stable and emotionally intelligent.

This study throws insight on EI and gender disparities. The current study's findings suggest that there is no significant difference in EI and its components between male and female, except for self-regulation, which indicates that males are more emotionally self-controlled than female.

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