

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE & MANAGEMENT

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GENDER BASED COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE AMONG MBA STUDENTS IN BANGALORE

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ABSTRACT

The paper studies the difference between Emotional Intelligence of men and women pursuing Management Studies. The study is conducted on students pursuing MBA degree from New Horizon College of Engineering, Bangalore. The research sample comprised of 97 subjects categorized into two groups based on gender. There are 51 male and 46 female students. Questionnaire was distributed to obtain the levels of Emotional intelligence from the subjects. ANOVA and Pearson Correlation tests were used to analyze the data. The study reveals that there is a difference in the emotional intelligence of male and female students in the self awareness and empathy dimensions.

KEYWORDS

emotional intelligence (EI), gender differences.

1. INTRODUCTION

It is expected in the current competitive world that a person should be emotionally intelligent as it is believed that Emotional Intelligence plays important role in a person's life than intelligent quotient, which was a traditional concept. It is also believed that IQ predicts only 20% of career success which leave the remaining 80% to factors such as emotional and social competencies. The concept of Emotional Intelligence is a result of Daniel Goleman's 1995 book, Emotional Intelligence which was one of the New York Times bestsellers for a couple of years.

The concept of Emotional Intelligence gained lot of attention because of its benefits. The key idea of high emotional intelligence in a person results in success in work place, adjustment and quick adaptation to new environment, improved leadership, motivating and decision making abilities, maintaining good personal relationships and ability to manage stress levels that creates economic and societal value. There were many empirical tests conducted to prove the benefits Emotional Intelligence in the work-life balance of individuals.

1.1 EMOTIONAL INTELLIGENCE

Emotional Intelligence can be defined as the ability in a person to identify, assess and control the emotions of oneself, others or and of a group. Goleman (1995, 1998) defined Emotional Intelligence as "the composite set of capabilities that enable a person to manage himself/herself and others". How smartly a person can understand his/her emotions and controls these emotions in any given situation can be termed as emotional intelligence.

Stein, S., Book, H. E., & Kanoy, K. (2013) argues Emotional Intelligence helps in developing non-cognitive skills such as following:

- Recognizing and effectively managing one's emotions;
- Leveraging emotions to solve real-world problems;
- Communicating effectively in emotionally-charged situations;
- Making good decisions;
- Building effective relationships; and
- Managing stress

1.2 DIMENSIONS OF EMOTIONAL INTELLIGENCE

Emotional Intelligence is multidimensional and involves self awareness, self confidence, self control, empathy, motivation and social competence.



Self awareness is self observation. It is the ability of a person to identify and assess one's own emotions. Self awareness enables a person to monitor one's own emotional state, correctly recognize and name that emotion.

Self confidence is the genuine belief on one-self and ability to deal with any situation or person no matter that leads to success or not. It is the ability of having instinct to make decisions with certainty. A person with self confidence is able to accept new challenges with enthusiasm. Self confidence is going with the gut in an unhesitant manner.

Self control is the ability of a person to organize, manage and have power over one's own emotions. Self control is absence of distress and disruptive feelings as noted by Cherniss, C., & Goleman, D. (2001). It is an ability to deal with stressful situations calmly and unfazed with hostile person.

Empathy involves understanding emotions from other's perspective. An empathic person has the skill of treating others according to their emotional reactions. It is the ability of a person to stand in other's shoes. There are three kinds: cognitive empathy, being able to know how the other person sees things; emotional empathy, feeling what the other person feels; and empathic concern, or sympathy -being ready to help someone in need.

Motivation is the capability of a person to inspire others and also works as self-stimuli. It involves a drive for achievement, the ability to commit and take initiative and to have a sense of optimism about a goal. It is the ability to display leadership by inspiring and guiding groups and individuals.

Social competence is skill-set possessed for successful social adaptation. It is the condition of possessing the social, emotional, and intellectual skills and behaviours needed to succeed as a member of society⁴. Social competence allows an individual to behave in a particular way which would be accepted by the society.

2. LITERATURE REVIEW

Many studies were conducted on tracking the emotional intelligence among men and women which reveals different results. Some studies suggested that gender differences in emotional intelligence can be recognized as early as infancy due to the role played by parents in sharing emotions with boys and girls differently (Brody, L. R. in 1997) and differential teaching given to boys and girls (Nunez and Berrocal in 2008). The difference in the education system towards boys and girls leads to difference in the levels of emotional intelligence they possess.

Studies also reveal that girls develop verbal skills earlier than boys, suggesting that girls are better in articulating their feelings and have greater expertise in the use of words. A study by Brody, L. R. in 1997 discloses that girls are good in understanding and expressing their emotions better than boys. The inequality in emotional education leads to the development of very different skills. Boy child are often taught to control certain emotions like sadness, guilt, vulnerability and fear by parents and society.

Even biologically, it is proposed that women's biochemistry is better prepared to consider one's own emotions and those of others as an important element in survival. Baron Cohen (2010) in the article "The extreme male brain theory of autism" goes a little forward and explains that men and women brains are structured differently. He explains that women empathise more than men and men are capable of systemising than women.

A study by Bracket, Mayer, and Warner reveals that girls score higher emotional intelligence than boys. The study argues that the lower scores of boy's emotional intelligence is because of inability to understand emotions, inadaptability, lack of bonding relationship with friends associates them with negative consequences. Many studies were carried to find the differences between Emotional Intelligence among men and women. Each of the study resulted in different opinion than the other. In some studies, there was no difference in the Emotional Intelligence of men and women (Bar-on (1997), Brackett & Mayer (2004); Jinfu & Xicoyan, (2004); and Brown & Schutte (2006); whereas some studies concluded that Women have high levels of emotional intelligence comparatively. Studies conducted by Bindu & Thomas in 2006, Summiya, Hayat & Sheraz in 2009, Garima and Sushil in 2010, Garima in 2012 concluded that men are better in emotional intelligence as they can control in expressing their own emotions and understand other's emotions. Fischer, A. (2000) points out that there difference in the way that women and men, as groups, approach emotion and understand and express their own experience. The difference in the studies might be result of place of study, sample size, type of respondents, demographic factors and also tools used.

In the view of all these studies, the current paper sought to expand on previous work in this area. The paper examines whether gender influences Emotional Intelligence. This paper also studies the difference in the Emotional Intelligence of men and women who are pursuing MBA by comparing different dimensions which include self awareness, self confidence, self control, empathy, motivation and social competence. The paper examines whether there exists a relationship between emotional intelligence and financial and emotional stress as many studies reveals that individuals are often effected by stress being a part of competitive world.

3. OBJECTIVE OF THE STUDY

The primary objective of the study is to explore the difference in the emotional intelligence and difference in the dimensions of emotional intelligence among men and women. Secondary objectives include, finding out the relationship between emotional intelligence and financial and emotional stress.

4. HYPOTHESIS

The hypothesis is framed by considering and taking into account all the above mentioned studies.

Null Hypothesis:

- i. There is no significant difference in the Emotional Intelligence in male and female.
- ii. There is no relationship between Emotional Intelligence and financial and emotional stress.

5. RESEARCH DESIGN

The sample consists of 97 students pursuing MBA in New Horizon College of Engineering, Bangalore. There were 51 male and 46 female students. The age of students ranged between 21-25 years.

Purposive convenient sampling technique has been used for data collection. As the participants of the study were post graduate students, they were contacted in a classroom and objective of the study explained. The participants were orally instructed on how to fill the questionnaire.

110 Questionnaires were distributed to the subjects and among them only 97 questionnaires are valid as the remaining questionnaires were not filled properly. The questionnaire contains 28 variables which are further classified into 6 main variables.

The main variables are self awareness, self confidence, self control, empathy, motivation; social competence which combined together defines overall Emotional Intelligence of the respondents. ANOVA was done to determine the differences in the emotional intelligence of men and women. Pearson correlation was applied to test the relationship between emotional intelligence, financial and emotional stress.

6. STATISTICAL ANALYSIS OF THE STUDY

The data in the questionnaire was analyzed using SPSS.

TABLE 1: MEAN DIFFERENCES OF MEN AND WOMEN FOR EMOTIONAL INTELLIGENCE AND DIMENSIONS OF EI

Dimensions	Mean		Std		F	Sig
	Men	Female	Men	Female		
Awareness	21.725	22.870	2.376	1.771	7.103	0.009
Confidence	15.059	15.000	2.588	2.404	0.013	0.908
Control	18.392	19.130	2.538	3.103	1.658	0.201
Empathy	10.549	12.043	1.566	1.801	19.109	0.000
Motivation	18.353	19.565	2.741	2.491	5.156	0.025
Social Competence	17.784	18.826	2.995	3.261	2.689	0.104
EI	101.863	107.435	10.524	11.266	6.341	0.013

INTERPRETATION OF TABLE 1

The above ANOVA analysis ($F=7.103$; $p=0.009$), Self awareness of women ($M=22.870$; $SD=1.771$) scored higher than men ($M=21.725$; $SD=2.376$) indicating women are more aware of their own emotions compared to men. The test also reveals that empathy of women ($M=12.043$; $SD=1.801$) has scored higher than empathy of men ($M=10.549$; $SD=1.56$) signifying women empathize other's emotions and situations a little more than men. The test also points out that there is no statistically significant difference in the Emotional Intelligence of men and women in the other dimensions of EI such as self confidence, self control, motivation and social competence.

The higher self awareness in women is due to their sensitivity towards negative situations or people, admitting mistakes, their awareness of other's perspective about them, ability to recognize their own emotional intelligence and having clear goals and values compared to men. The higher levels of empathy in women are because of their ability to read and understand other's emotions, openness to new ideas and empathising.

TABLE 2: PEARSON CORRELATION VALUES

	Emotional Intelligence	Emotional Stress	Financial Stress
Emotional Intelligence	1	-	-
Emotional Stress	-0.115	1	-
Financial Stress	0.079	0.505	1

INTERPRETATION OF TABLE 2

The above correlation matrix indicates that there exists a significant correlation between financial and emotional stress by $r=(0.505)$ at zero significance level. This indicates that financial stress leads to emotional stress in the individuals. The table also examines that there is no significant correlation between Emotional Intelligence, financial and emotional stress as $r=(-0.115)$ and $r=(0.079)$ respectively.

7. CONCLUSION

Based on the literature review and the empirical test it is evident that there exists difference in the levels of exhibiting emotions, reacting to certain situations and overall emotional intelligence of men and women. The study observed that emotional intelligence of men and women differ only in certain dimensions like self-awareness and empathy whereas equal scores were observed in other dimensions like self-confidence, self-control, motivation and social competence.

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