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Research Paper HRM

Emotional Intelligence among MBA Students in Thanjavur Municipal Corporation: A Comparative Analysis among Male and Female Students

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ABSTRACT

Over the decades, the organizations have seen a fundamental shift in management style. Roles have become more customer oriented and knowledge based with the need to work as a team. This has resulted in individuals having more overall autonomy, even at fairly low levels within organizations. We have seen many highly intelligent people are not successful as we expect and often faces failures and depressed, at the same time, people with moderate or poor intelligence succeed, the reason behind is lack of emotional intelligence which is one of the basic qualities or skill that a person need to possess to be successful in both professional and personal life. Emotional intelligence not only helps in learning social skills but also enhance career success and improve general quality of individual work life. With this background, the authors has selected 60 MBA Students (30 Males and 30 Females) from an educational institution by adopting Descriptive Research Design. In this paper, the authors have attempted to compare the emotional intelligence of male and female MBA Students of Thanjavur Municipal Corporation. Findings related to the study and suggestions pertaining to the study will be discussed in the full paper.

KEYWORDS : Emotional Intelligence, MBA Students, Work Life, Thanjavur

INTRODUCTION

Emotional intelligence not only helps in learning social skills but also enhances career success and improve general quality of individual work life.

Emotional intelligence (EI) has been highlighted as an important theoretical and practical construct. It has the potential to enable individuals to cope better and experience less stress thus contributing to a healthy and stable workforce (Por et al, 2011).

REVIEW OF LITERATURE

MacMullin (1994) found that students' social and emotional difficulties, and their inability to use socially skilful ways to gain teacher support, can result in low academic achievement

Harrison (1977) highlights that emotional intelligence is critical to individual behaviours.

Tucker et al (2000) in their study on 'Training Tomorrow's Leaders: Enhancing the Emotional Intelligence of Business Graduates' reports that Educational institutions have traditionally focused primarily on the importance of IQ with less attention given to other types of intelligence. Yet many researchers are beginning to argue that intrapersonal and interpersonal competencies, or emotional intelligence, may be more important for success in life than IQ. It is important, then, for business schools to consider ways to incorporate emotional intelligence skills into each student's "toolbox" for enhanced career success. This article reviews the developing literature on emotional intelligence and discusses a model for incorporating emotional intelligence into the curriculum through the use of assessment tools and experiential exercises.

Mayer and Salovey report that Emotional intelligence involves the abilities to read others emotion accurately, to respond to them appropriately, to motivate oneself to be aware of one's own emotions and to regulate and control one's own emotional responses (Mayer et al, 2004)

Por et al the year 2011 undertook a study on Emotional intelligence: Its relationship to stress, coping, well-being and professional performance in nursing students. The study aimed to explore the EI of nursing students and its relationship to perceived stress, coping strategies, subjective well-being, perceived nursing competency and academic performance. Students were on the adult pathway of a nursing diploma or degree programme in one Higher Education Institution (HEI) in the United Kingdom (UK). A prospective correlational survey design was adopted. Three methods of data collection were used: i) A self-report questionnaire; ii) an audit of students' academic performance; and iii) mapping of EI teaching in the curricula. Emotional intelligence was positively related to well-being, problem-focused coping and perceived nursing competency and negatively related to perceived stress. The findings suggest that increased feelings of control and emotional competence assist nursing students to adopt active and effective coping strategies when dealing with stress, which in turn enhances their subjective well-being. This study highlights the potential value of facilitating the EI of students of nursing and other healthcare professions.

MATERIALS AND METHODS

Aim

The overall aim of the study is to study the emotional intelligence of male and female MBA Students at Periyar Maniammai University, Thanjavur District

Objectives

1. To understand the socio demographic characteristics of the adolescents.

2. To assess the level of emotional intelligence among them.

3. To compare the level of emotional intelligence among the male and female respondents and to analyse the relationship between various socio demographic characteristics and emotional Intelligence.

4. To suggest suitable measures to improve their emotional intelligence.

RESEARCH HYPOTHESES

The following hypotheses were framed for the present study:

1. Female adolescents will have higher emotional intelligence when compared to their male counterparts.

2. There is a significant relationship between respondents" age and their emotional intelligence.

RESEARCH DESIGN

Since the study attempts to describe the characteristics of the re-

spondents and to analyse the relationship between various socio-demographic characteristics and emotional intelligence, Descriptive Research Design was adopted. According to **Kothari (2009)**, descriptive research studies are those studies, which are concerned with describing the characteristics of a particular individual, or of a group, whereas, diagnostic research studies determine the frequency with which something occurs or its association with something else.

UNIVERSE AND SAMPLING

Universe

The universe for the present study constitutes all the Students in pursuing their MBA Programme at Periyar Maniammai University, Thanjavur during the academic year 2014 -2015 i.e., 56.

Sampling Method

Thus the present study included both first and second year MBA Students and sampling method adopted was census method.

Tools for data collection

The researcher has used self prepared questionnaire to collect the basic details related to their family and education. The researcher has also used a 31 items tool to measure emotional intelligence which has been framed by Daniel Goleman.

Statistical Methods

The researchers have applied the following statistical tests to identify the relationships between various independent variables and with emotional intelligence.

- ❖ Students 't' test
- ❖ One way analysis of variance
- ❖ Chi square
- ❖ Karl Pearson's Coefficient of Correlation

RESULTS

The following section of the paper presents the sample characteristics, salient findings of the study along with suggestions for social work interventions pertaining to the study.

CHARACTERISTICS OF THE SAMPLE

· Majority (45.0%) of the male respondents belong to 22 years of age whereas female students fall in 21 years (63.9%) of age.

· Majority (70.0%) of the male respondents are doing II MBA and female are more in number (52.8%) in second year MBA.

· An exact three-fourth (75%) of the male respondents and majority (72.2%) of the female respondents did arts programmes like BBA., BA and B.Com. in their Under Graduation

· Majority (70%) of the male respondents and a vast majority (86.1%) of the female respondents are Hindus.

· Majority (75.0%) of the male respondents are hailing from rural areas whereas majority (61.1%) of the female respondents are from urban areas.

· With regard to the type of family, majority (75.0%) of the male respondents and female (77.8%) respondents hail from nuclear family.

· With regard to the number of male siblings in their family, an exact half (50%) of the male respondents and majority (44.4%) of the female respondents have no male siblings.

· An absolute majority (95%) of the male and an exact three-fourth (75%) of the female respondents' mother are housewives an not working anywhere.

· With regard to the respondents' father's occupation, majorities of the male respondents' (55.6%) fathers and female respondents' (55.6%) fathers are self-employed

· Majority (45.0%) of the male respondents' father earn between Rs. 20,001 to 30,000, whereas more than one-fourth (27.8%) of the female respondents' father earn only up to Rs. 10,000/-

· Majority of both male (90.0%) and female (69.4%) respondents' mothers do no earn any income as majority of them are housewives and not working.

· An equal proportion (40.0% each) of the male students born as either only child or first child, whereas among the female, a vast majority (83.3%) of them are only daughter to their family.

RESULTS

Table 1

Gender Vs. Level of Emotional Intelligence

S. No.	Level of Emotional Intelligence	Sex			
		Male (n:20)		Female (n:36)	
		N	%	N	%
1	Low Level	7	35.0	24	66.7
2	High Level	13	65.0	12	33.3

The above table depicts the level of emotional intelligence among the male and female respondents, it is inferred that majority (65%) of the male students perceived higher level whereas majority (66.7%) of the female scored perceived lower level.

Table 2

DIFFERENCE BETWEEN MALE AND FEMALE RESPONDENTS WITH REGARD TO EMOTIONAL INTELLIGENCE

S. No	SEX	$\bar{X}$	S.D.	Statistical Inference
1	Male	78.55	13.375	t =1.372 df = 54 P > 0.05 Not Significant
2	Female	73.86	11.603	

The above table shows that there is no significant difference between male and female students with regard to their emotional intelligence, however, the mean score indicates that the male students scored higher emotional intelligence score when compared to the female students.

Table 3

DIFFERENCE BETWEEN FIRST AND SECOND YEAR STUDENTS WITH REGARD TO THEIR EMOTIONAL INTELLIGENCE

S. No	Year of study	$\bar{X}$	S.D.	Statistical Inference
1	First Year Second	74.72	10.286	t =-0.440 df = 54 P > 0.05 Not Significant
2	Year	76.19	13.934	Not Significant

It is inferred from the above table that there is no significant difference between first year and second year management studies students with regard to their emotional intelligence. When we look at the mean score, II year MBA Students scored little higher than their counterparts.

Table 4
DIFFERENCE BETWEEN RURAL AND URBAN RESPONDENTS WITH REGARD TO THEIR EMOTIONAL INTELLIGENCE

S. No	Domicile	X̄	S.D.	Statistical Inference
1	Rural	74.48	11.510	t =-0.658 df = 54
2	Urban	76.67	13.327	P > 0.05 Not Significant

The above table shows that there is no significant difference between urban and rural respondents with regard to their emotional intelligence.

Table 5
DIFFERENCE BETWEEN RESPONDENTS HAILING FROM JOINT AND NUCLEAR FAMILY WITH REGARD TO THEIR EMOTIONAL INTELLIGENCE

S. No	Type of family	X̄	S.D.	Statistical Inference
1	Joint family	73.15	13.044	t =-0.791 df = 54
2	Nuclear family	76.26	12.205	P > 0.05 Not Significant

There is no significant difference between respondents hailing from joint family and from nuclear family with regard to their emotional intelligence.

Table 6
DIFFERENCE BETWEEN RESPONDENTS' WHOSE MOTHERS ARE WORKING AND NOT WORKING WITH REGARD TO THEIR EMOTIONAL INTELLIGENCE

S. No	Mothers Occupation	X̄	S.D.	Statistical Inference
1	Housewife(Not working)	76.02	13.116	t =0.628 df = 54
2	Working	73.30	8.111	P > 0.05 Not Significant

It is inferred form the above table that there is no significant difference between respondents' whose mothers are working and not working with regard to their emotional intelligence.

Table 7
DIFFERENCE BETWEEN RESPONDENTS' VARIOUS UNDER GRADUATE COURSES WITH REGARD TO THEIR EMOTIONAL INTELLIGENCE

S. No.	Source	Df	SS	MS	X̄	Statistical Inference
1	Between Groups	2	147.284	73.642	G1=74.61 G2=77.22	F =0.473 P > 0.05
2	Within Groups	53	8246.64	155.597	G3=79.33	Not Significant

G1= Arts (BBA/BA/B.Com)

G2 = Science (BCA/B.Sc(CS)& B.Sc(VC))

G3 = Engineering & Technology (B.E & B.Tech)

The above table depicts the difference between respondents' various under graduate courses with regard to their emotional intelligence. It is inferred that there is no significant between the variables.

Table 8
RELATIONSHIP BETWEEN VARIABLES

Variables	Correlation Value	Statistical Inference
Age Vs. Emotional Intelligence Score	0.091	P > 0.05 Not Significant
No of Male Siblings Vs. Emotional Intelligence Score	-0.240	P > 0.05 Not Significant
No of Female Siblings Vs. Emotional Intelligence Score	-0.070	P > 0.05 Not Significant
Fathers Income Vs. Emotional Intelligence Score	0.103	P > 0.05 Not Significant
Mothers Income Vs. Emotional Intelligence Score	0.179	P > 0.05 Not Significant

** 0.01 Level of Significance

* 0.05 Level of Significance

It is inferred from the above table that there is no significant relationship between respondents' age, No. of male siblings, no. of female siblings, father's income, mother's income with emotional intelligence score.

FINDINGS RELATED TO HYPOTHESES

Research Hypothesis 1:
Female students will have higher emotional intelligence when compared to their male counterparts.

Null Hypothesis for Research Hypothesis:
There is no difference between male and female respondents with regard to their emotional intelligence.

Testing of Hypothesis:
When the above hypothesis was tested using Student 't' test, it is understood from the table 2 that there is no significant difference between male and female students with regard to their emotional intelligence, however, the mean score indicates that the male students scored higher emotional intelligence score when compared to the female students.

Inference:
Hence, null hypothesis is accepted.

Research Hypothesis 3:
There is a significant relationship between respondents' age and emotional intelligence.

Null Hypothesis for Research Hypothesis
There is no significant relationship between respondents' age and emotional intelligence.

Testing of Hypothesis:
When the above hypothesis was tested using Karl Pearson's Coeefficient of Correlations, it is inferred from the table 8 that there is no significant relationship between respondents' age and emotional intelligence.

Inference:
Hence, null hypothesis is accepted.

DISCUSSION
The study revealed that although male students have higher emotional intelligence when compared to their female counterparts, the majority of them have low level of emotional intelligence. The following suggestions were put forth based on the present study: Peer relationships can be viewed as the primary context for the social and emotional growth of the individual, because it is within these relationships that students develop the concepts of cooperation, mutual respect and interpersonal sensitivity, and experience companionship, intimacy and affection (Jordan, 1996)

CONCLUSION

Thus, the unique perspectives and breadth of social work practice provide systemic linkages between the social work profession and the social entities that affect students development.

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