Original Research Paper



# **EMOTIONAL INTELLIGENCE AND GENDER -A CASE STUDY ON POST-GRADUATE** STUDENTS OF ACHARYA NAGARJUNA UNIVERSITY ANDHRA PRADESH, INDIA

# Sankara Pitchaiah **Podila**

Acharya Nagarjuna University, Nagarjuna Nagar, Guntur -522510, Andhra Pradesh, India

Since three decades, Emotional Intelligence (EI) has highly attracted the scientists of various faculties. Number of ABSTRACT scientists studied the relation between gender and El. Large number of studies reported positive relation. However, considerable number of studies observed no relation. The present is aimed at studying the El of Post graduate students of Acharya Nagarjuna University in relation to gender. 444 boys and 372 girl students are selected for the study and taken the response for mangal's MEII Questionnaire. The results indicate that female students show little more Intrapersonal Awareness and Interpersonal Management abilities than male. Male students show higher Intrapersonal Management ability and both categories show similar Interpersonal Awareness ability. As a whole, the female students show high El compared to male students.

KEYWORDS : Emotional Intelligence, Gender, Intrapersonal Awareness, Interpersonal Management, Intrapersonal Management, Interpersonal Awareness

# INTRODUCTION

The term Emotional Intelligence (EI) first used by Salovey and Mayer (1990). According to Goleman (1995), there exist ambiguous view on emotional intelligence and gender difference and it is believed that males who are high in emotional intelligence are socially balanced, friendly and happy. El involves using cognitive and emotional abilities to function in interpersonal relationships, social groups as well as manage one's emotional states. It consists of abilities such as social cognition, empathy and reasoning about the emotions of others (Lin et al., 2012).

Each baby is born with a certain, unique potential for emotional sensitivity, emotional memory, emotional processing and emotional learning ability. It is these four inborn components which is the core of one's emotional intelligence.

#### **OBJECTIVE**

To study the relation between Gender and Emotional Intelligence with reference to the Post- Graduate students of Acharya Nagarjuna University, Andhra Pradesh, India.

# **METHODOLOGY**

Survey method was used to get the response from Post- Graduate boys and girls of Acharya Nagarjuna University, Andhra Pradesh. The investigator utilized the standardized Mangal Emotional Intelligence Inventory (MEII). The inventory has been designed for use with 16+ years age of school, college and university students for measurement of their emotional intelligence in respect of four areas 1. Intrapersonal Awareness (IAA) 2. Interpersonal Awareness (IEA) 3. Intrapersonal Management (IAM) and 4. Interpersonal Management (IEM). From the total population of 3,225, 826 samples are selected using purposive random sampling method. Out of 826, 444 are boys and 382 are girls. Percent variation is observed to explain the variation between boys and girls in relation to El areas. Pearson Chi-Square Test was also employed using SPSS Program to know the significance of the variables.

# RESULTS

El area wise results are presented below.

# **Percent Variation**

# ΙΑΑ

Out of 444 male students 27.03% have good to very good IAA and 20.72% have poor to very poor IAA. Half of the male students have only average IAA (Table 1). In the case of female students 25.13% have good to very good IAA and 17.8% have poor to very poor IAA (Table 1). As a whole the female students showed little more higher IAA (Fig. 1).

#### TABLE 1 Relation Between IAA and Gender

Category	Male	Female		
Very Good	6.31	1.05		
Good	ood 20.72			
Average	52.25	57.07		
Poor	18.47	15.18		
Very Poor	2.25	2.62		
Total	100.00	100.00		



# IEA

Among the male students 17.57% have good IEA i.e., understanding other's emotions and 28.82% have poor to very poor (Table 2). 53.6% fell in average category. Similar results are found for female students (Fig.2).

#### **TABLE 2 Relation Between IEA and Gender**

Category	Male	Female		
Very Good	0.00	0.00		
Good	17.57	17.28		
Average	53.60	54.45		
Poor	24.32	24.08		
Very Poor	4.50	4.19		
Total	100.00	100.00		

#### IAM

The ability of managing own emotions significantly vary from male to female students. 54.05% male students have average IAM where as only 43.46% in the case of females (Table 3). Higher





percentage of female students (44.5%) fell in the poor and very poor category compared to males (33.33%). Figure 3 explains the variation between male and female IAM.

#### **TABLE 3 Relation Between IAM and Gender**

Category	Male	Female		
Very Good	0.00	0.00		
Good	12.61	12.04		
Average	54.05	43.46		
Poor	24.77	33.51		
Very Poor	8.56	10.99		
Total	100.00	100.00		



#### IEM

Female students show slightly higher ability to manage other's emotions. 58.11% of male show average IEM against 67.54% of female. 21.17% male fell in the category of poor and very poor but only 15.71% female students (Table 4 and Fig.4).

#### TABLE 4 - Relation Between IEM and Gender

Category	Male	Female
Very Good	1.35	0.00
Good	19.37	16.75
Average	58.11	67.54
Poor	19.82	14.14
Very Poor	1.35	1.57
Total	100.00	100.00



EI

26.13% males belong to good and very good category and only 15.18% females fell in this category (Table 5). In the case of average category, female percentage is higher (56.02%) comparative to male (45.50). The percentage is more or less same in poor and very poor categories (Fig 5).

#### TABLE 5 - Relation Between El and Gender

Category	Male	Female		
Very Good	0.90	0.52		
Good	25.23	14.66		
Average	45.50	56.02		
Poor	20.27	23.56		
Very Poor	8.11	5.24		
Total	100.00	100.00		



#### **Mean Variation**

The mean difference between male and female is only 0.08 in the case of IAA, where as it is 0.91 for IEM. As per the data (Table 6a and 6b), the understanding ability of own emotions and other's emotions is more or less similar in both males and female students. However, male have high skills in managing own emotions, but females are better in managing other's emotions (mean :17.93). The overall El is high for female (mean 66.63) compared to male (mean: 66.1) where the difference is significant (0.62).

#### **TABLE 6A- Relation Between Gender and El Areas**

	IA	Α	IEA		
Parameter (P)	Male	Female	Male	Female	
Mean (M)	17.11	17.03	15.68	15.85	
Standard Error (SE)	168	0.178	0.184	0.186	
Standard Deviation (SD)	3.545	3.48	3.878	3.63	

# TABLE 6b- Relation Between Gender and El Areas (1<sup>ex</sup> Column as per Table 6a)

	IAM		IE	м	EI		
Р	Male	Female	Male	Female	Male	Female	
М	16.11	15.82	17.2	17.93	66.1	66.63	
SE	0.18	0.187	0.142	0.134	0.53	0.519	
SD	3.787	3.65	2.997	2.622	11.167	10.152	

#### **Chi-square test**

The Chi-square test significance (0.001) supports that there is a difference in understanding own emotions between male and female (Table 7a and 7b). However, the significance value 0.993 indicates that there is no difference between male and female in understanding other's emotions, managing own and others emotions. It is important to note that, the significance value 0.0006 clearly supports that the level of emotional intelligence is different for male and female students.

#### **Correlation Coefficient**

The Pearson Product-Moment Correlation Coefficient<sup>®</sup>, is a measure of the degree of linear relationship between two variables. Correlation Coefficient is calculated and shown in tables 8 and 9. The relation between El and its areas is explained below.

#### **Male Students**

The correlation between EI and Its areas with reference to male students is presented in (Table 8). There is a good correlation between IAA and EI. Medium correlation is observed among IAA and IEA

# TABLE 7a Chi-Square Test for El Areas and Gender (Continued in Table 7b)

	-	<b>a</b>					
Area	Sex		Categories				
		VG	G	Av	Р	VP	Total
IAA	М	28	92	232	82	10	444
	F	4	92	218	58	10	382
	Т	32	184	450	140	20	826
IEA	М	0	78	238	108	20	444
	F	0	66	208	92	16	382

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	Т	0	144	446	200	36	826	
IAM	М	0	56	240	110	38	444	
	F	0	46	166	128	42	382	
	Т	0	102	406	238	80	826	
IEM	М	6	86	258	88	6	444	
	F	0	64	258	54	6	382	
	Т	6	150	516	142	12	826	
EI	М	4	112	202	90	36	444	
	F	2	56	214	90	20	382	
	Т	6	168	416	180	56	826	

T-Total, VG-Very Good, G-Good, Av-Average, P-Poor, VP-Very Poor

#### TABLE7bChi-SquareTest for ElAreas and Gender

Area	Sex	Pearson Chi-Square					
		Value	df	Signif- icance			
IAA	М	17.997	4	0.001			
	F						
IEA	М	0.089	3	0.993			
	F						
IAM	М	11.44	3	0.009			
	F						
IEM	М	12.7858	4	0.012			
	F						
EI	М	19.7082	4	0.0006			
	F						

# TABLE 8-Correlation Between El Areas for Male

Area	IAA	IEA	IAM	IEM	EI	
IAA	1.000	0.575	0.463	0.499	0.808	
IEA	0.575	1.000	0.414	0.526	0.812	
IAM	0.463	0.414	1.000	0.464	0.754	
IEM	0.499	0.526	0.464	1.000	0.767	
EI	0.808	0.812	0.754	0.767	1.000	
Correlation is significant at the 0.01 level (2-tailed) in all the						
		compo	onents			

#### **TABLE 9- Correlation Between El Areas for Female**

Area	IAA	IEA	IAM	IEM	EI			
IAA	1	0.668	0.442	0.409	0.846			
IEA	0.668	1	0.295	0.387	0.793			
IAM	0.442	0.295	1	0.357	0.709			
IEM	0.409	0.387	0.357	1	0.665			
EI	El 0.846 0.793 0.709 0.665 1							
Correlation is significant at the 0.01 level (2-tailed) in all the								
	components							

 $^{\circ}$ = 0.575), IAM (r= 0.463) and IEM (r= 0.499). Strong correlation is present between IEA and EI. The correlation is medium with IEM and relatively weak with IAM area. It has good correlation with EI (r= 0.754) and poor correlation with other areas. Good correlation is found between IEM and EI, however, medium correlation with IAA and IEA. Poor correlation is exists between IEA and IAM. EI shows good correlation with all EI areas, i.e., IAA (r=.808), IEA (r=.812), IAM (r=.754) and IEM (r=.767).

#### **Female Students**

The correlation between El and Its areas with reference to female students is given in Table 9.

IAA has good correlation with IEA (r= 668) and EI  $^{\circ}$ = .846). The correlation is poor with IAM and IEM. IEA is strongly correlated with EI (r= .793) and IAA (r= .668), however, it is weakly with IAM and IEM. IAM shows good correlation only with EI (r= .709) and poor correlation observed with other areas. Here also good correlation is observed among IEM (r= .665) and EI (r= .767) and poor with other areas of EI. EI shows good correlation with all the areas, ie., IAA (r= .846), IEA (r= .793), IAM (r=.709) and IEM (r= .665).

#### DISCUSSION

Women have higher emotional intelligence ability than men based

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on common ability tests such as MSCEIT and the newer Test of Emotional Intelligence (Joseph et al., Śmieja et al., 2014). Review, of meta-analysis and studies of physiological measures, behavioral tests and brain neuroimaging also support such findings (Thompson et al., 2014; Christov et al., 2014; Frank et al., 2014; Hertenstein et al., 2011; Kret et al., 2012).

A study carried out in Tamil Nadu, India, found that in medical graduates, females have higher El than males (Chandra et al., 2017) and females had higher mean El scores among Sri Lankan medical undergraduates (Ranasinghe et al., 2017). In Delhi, 10th graders, the El of female students was demonstrated to be higher in comparison with their male counterparts (Joshi and Dutta, 2014). In Iran, Domakani et al., (2014) found that females have greater overall El and are better at interpersonal skills, adaptability, and pragmatic knowledge than males. In professional and personal settings, studies by Katyal and Awasthi, (2005) assessed relationship between gender difference and emotional intelligence of adolescents and concluded that girls were found to have higher emotional intelligence than that of boys.

However, in some studies the results are not consistent (Aquino, 2003; Bar-On, 1997; Brackett, et al., 2006; Brown & Schutte, 2006; Myint & Aung, 2016). In the present study females show high El compared to male post graduate students.

The probable reason for the present findings in relation to IAA might be due to the fact that intrapersonal awareness primarily deals with managing and expressing one's emotions as well as social skills. Since females tend to be more intrapersonal and intimate in relationships as compared to males, so their intrapersonal awareness ought to be higher than that of males. This is perhaps because of the society, which socializes the two genders differently (Duckelt and Raffalli, 1989). Moreover, higher intrapersonal awareness among girls can also be explained in terms of some of their personality characteristics. Similar findings are reported in studies by Tapia (1999) and Dunn (2002). They observed that girls score higher with regard to empathy, social responsibilities and interpersonal differences in their measure of trait El with females scoring higher than males. In contrast to Schutte et al. (1998), did not find a significant gender difference in overall trait El. The results of their study showed that in spite of the evidence that females seem to be more socially skilled than males.

#### CONCLUSION

Relation between Gender and El has studied by number of scientists. However, there is no common conclusion among them. In the present study, even though results are inconsistent in the case of El areas, as a whole females show high El compared to male students.

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