



RESEARCH ARTICLE

THE ROLE OF GENDER IN THE EMOTIONAL INTELLIGENCE OF NET GENERATION STUDENTS

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ABSTRACT

Purpose: Research in the field of gender studies have become a dynamic study area over the past few decades and is likely to become even more so as the importance of gender equality is rapidly gaining momentum. Therefore understanding gender differences will be viewed as increasingly important. India has been regarded as the youngest country in the world by the UN as it has the world's second largest population. However there are only 940 females for every 1000 males (census 2011) This clearly indicates that there is a discrimination. Gender difference is one of the most neglected component in the Indian education system due to the complexity in its computation. Gender shapes an individual's personality, measured by big 5 personality traits of an individual (Openness to experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism) and controls the behavior of the person which has a strong relationship with the academic performance. This article aims at examining the relationship between Emotional Intelligence and gender of net generation students.

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INTRODUCTION

Emotional Intelligence: Daniel Goleman's Definition: "Emotional Intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships." (Goleman 2004) Salovey and Mayer's Definition: "Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth." (Salovey and Mayer 2007) Salovey, Brackett and Mayer (2007) state that "emotional intelligence (EI) refers to the processes involved in the recognition, use, understanding and management of one's own and other emotional states to solve emotion-laden problems and to regulate behavior (Salovey, Brackett and Mayer 2007) Emotional Intelligence (EQ or EI) is a term created by two researchers – Peter Salovey and John Mayer – and popularized by Dan Goleman in his 1996 book of the same name. Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others.

There are 5 components of Emotional Intelligence (Goleman 2004), which has been discussed below.

- **Self-awareness:** It is all about understanding one's own self. This involves a lot of Self analysis and understanding themselves and knowing how one's own reaction at different situations.
- **Self-Regulation:** This involves controlling the behavior of one's own self. It also focuses on how a person should keep a tab on his or her emotions in public.
- **Motivation:** Motivation is the driving force that makes a person behave in a certain manner.
- **Empathy:** The ability to understand the emotions and feeling of others.
- **Social Skills:** The ability to socialize and interact with others in the society

Literature Review

Studies on Emotional Intelligence and Gender

Carr (2009) have studied sex differences in emotional intelligence among a student sample of medical schools (N=177). Results indicated that male candidates had higher emotional intelligence scores than females.

Gowdhaman and Murugan (2009) have been reported a significant effect of gender on emotional intelligence, in their study among 300 B.Ed teacher trainees.

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Jadhav and Havalappanavar (2009) investigated the level of emotional intelligence among male and female police constable trainees (N=200). Results revealed that women police constable (WPC) trainees have scored significantly high on emotional intelligence than their counterparts. It may be because of the fact that men spend most of their time with peers and home, whereas, women spend most of their time from the childhood in the home, with family members and even in their later life at house. Hence they learn how to behave with others and how to control their emotions. Women are keener in every aspect and they utilize opportunities properly etc. Furthermore, the results also revealed that the women police constable trainees (WPC) scored higher on self motivation, emotional stability, commitment, altruism empathy and self awareness factors of emotional intelligence in comparison of male candidates.

Tatawadi (2009) have studied the differences in emotional maturity among male and female students studying in a management school. The results revealed that the females are emotionally stronger than the males. The girls score higher with regard to empathy, social responsibilities and interpersonal relationships than boys. They are more sensitive towards their relationships with parents, friends and siblings. All these traits help them to acquire more emotional intelligence as compared to boys.

Saranya and Velayudhan (2008) conducted a study among 30 male and 30 female, university students regarding gender differences in emotional intelligence revealed that there exists no significant difference in self awareness, self regulation, social awareness and social skills among day scholars boys and girls. There exists a significant difference in the dimension of motivation. Girls are better motivated than boys, this is because girls have a better driving and pulling forces which result in persistent behaviour directed towards certain goals.

Singh Chaudhary and Asthana (2008) conducted a study on impact of gender on emotional intelligence of adolescents, among a sample of 400 adolescents (200 male and 200 female) from various schools and colleges. The results revealed that male and female adolescents exhibit some emotional intelligence, concluding that both male and female adolescents are caring, giving, and supportive and enriching.

Justin, Evans, Gold water and Potter (2006) studied among a group of 156 first year medical students who have been completed measures of emotional intelligence and physician empathy, and a scale assessing their feelings about a communications skills course component. Results showed that females scored significantly higher than males on EI.

Depape, Hakim-Larson, Voelker, page et al. (2006) has examined the gender as the predictor of emotional intelligence, in a diverse sample of 126 undergraduate participants (42 male, 84 female) and reported that gender was not a significant predictor of emotional intelligence, as contrary to their expectation.

Miville, Carlozzi, Gushue and Schara (2006) examined culturally relevant variables including, universal-diverse orientation (UDO - an attitude characterized by awareness and acceptance of similarities and differences between self and others, and emotional intelligence. 211 counseling graduate students completed measures of these variables as well as

demographic sheets. Hierarchical regression analysis indicated that UDO and emotional intelligence along with gender, significantly explained variance in empathy.

Hunt and Evans (2004) have reported in their study on individuals [N=414 (181 male and 233 female)] having traumatic experiences and simultaneously studied on their emotional intelligence level, and the results showed that males have higher EI than females.

Conclusion Drawn From Literature

Inconclusive Research in determining the relationship between gender and emotional intelligence of the reviews state that gender affects emotional intelligence, while some review states that emotional intelligence is not affected by gender.

Research Gap

There is hardly any information between Gender and Emotional Intelligence of university students in India. This research aims at filling this gap by understanding how Gender impacts Emotional Intelligence in Net generation students.

MATERIALS AND METHODS

Objectives of the study

To examine the differences in Emotional Intelligence of Net Generation students across Gender.

Hypothesis

H_0 = There is no significant difference in the academic performance of net generation students across gender.

H_1 = There is a significant difference in the academic performance of net generation students across gender.

Sample Design

There are 10 Universities in Bangalore, which is a combination of Central/State and Private Universities offering Bachelors of Business Administration and Bachelors of Commerce. For the purpose of this study 3 Universities have been considered, which is Bangalore University(State University), Christ University (Private University) and Jain University (Private University). 5 different colleges under these universities have been considered.

- CMR college
- Mount Carmel College
- St Anne's College
- Christ Institute of Management
- Centre for Management Studies

252 students sample was drawn from the above mentioned colleges as they seemed to be a perfect blend of both state and private university. The questionnaire was administered for these students.

Inclusion Criteria

Undergraduate- Management and Commerce students of 5 different colleges.

Sample Profile

Table 1. Indicating the College of the respondents in percentage

College	Frequency	Percentage
Christ Institute of Management	48	19.04%
CMR College	39	15.57%
Mount Carmel College	48	19.04%
Centre for Management Studies	75	29.76%
St Anne's College	42	16.66%
Total	252	100%

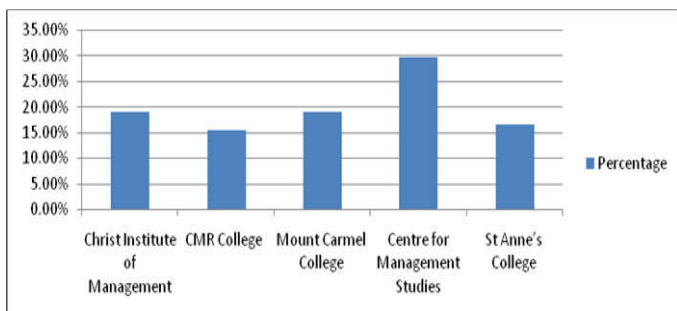


Figure 1. Bar Graph indicating percentage of respondents based on the college

The table and chart show that there are 29.6% of students from CMS, 19.04% of students from Mount Carmel College and Christ institute of Management, 16.66% of students from St Anne's college and 15.57% of students from CMR college have answered the Emotional Intelligence questionnaire.

Table 2. Indicating the percentage of respondents based on gender

Gender	Frequency	Percentage
Male	109	43.25%
Female	143	56.75%

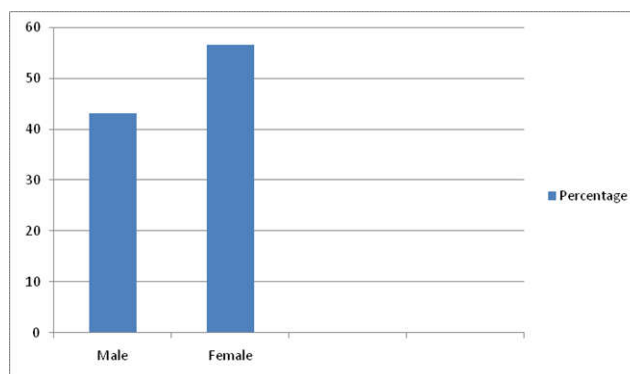


Figure 2. Bar Graph indicating percentage of respondents based on gender

Table 3. Indicating the group statistics and independent samples Test for testing the relationship between Gender and Emotional Intelligence

	Gender	N	Mean	Std. Deviation	d/f	t value	sig level
Emotional Intelligence	Male	109	3.1707	.50481	250	-.829	.408
	Female	143	3.2245	.51529			

The table and chart show that 56.75% of female and 43.25% of male have answered the Emotional Intelligence questionnaire.

Sampling Technique: Convenient sampling was used to administer the questionnaire for the sample.

Tool Adapted For Data Collection

The tool used for this study is "Warrier's EI Questionnaire". It consists of 14 demographic questions and 80 Emotional

Intelligence Quotient Questions with 16 sub categories such as Self awareness, Self esteem /confidence, Self motivation, Self management, Optimism, Resilience, Tolerance to ambiguity/Intuition, Empathy, Stress coping skills, Relationship skills, Influencing others, Nurturing others, Networking skills, Values, Beliefs and Attitude, Assertiveness and Conflict management skills. The tool was developed to measure the Emotional intelligence of an individual. The tool has been standardized and the cronbach's alpha for the tool was reported at .89. The face validity for the tool has also been conducted on 20 counselors and M.Sc Psychology students.

Data Analysis: An independent-samples t-test is conducted to compare Emotional intelligence across genders.

Analysis

For Male ($M=3.170$, $SD=.5048$) and Female ($M=3.22$, $SD=.51529$); conditions: $t(250) = -0.408$, $p=0.408 > 0.05$ (in other words the significance value is more than 0.05). There is no significant difference in Emotional Intelligence across Gender.

The null hypothesis is accepted: There is no significant difference in the Emotional Intelligence across Gender.

Interpretation

The gender of an individual (whether male or female) does not affect their emotional intelligence. This is however contradicting with the study conducted by Tatawadi (2009)

who stated that gender does affect emotional intelligence and girls have higher EI than boys.

Findings of The Study

No Significant differences were found between gender and emotional intelligence. No significant differences were found between Gender and emotional intelligence. It was found that the gender of a person whether male or female does not affect his/her emotional intelligence.

Conclusion

Gender studies has attracted the interest of researchers, educationists and the leaders of the education world.. This study confirms that does not play a significant role in the emotional intelligence of students.

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