



A comparative study of emotional intelligence among management and engineering students

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Abstract

This paper aimed to compare the emotional intelligence of management and engineering students. A sample of 160 students (80 Management and 80 Engineering) was selected through stratified random sampling technique from the Hyderabad City of Telangana State, India. For the sake of data collection, Mangal Emotional Intelligence Inventory (MEII) developed by Mangal, S.K. and Mangal, S. was used. The mean, SD and t- test was employed to analyze the data. The study revealed that there is no significant difference between the level of emotional intelligence of management and engineering students. There is significant difference between the level of emotional intelligence of management and engineering male students. There is no significant difference between the level of emotional intelligence of management and engineering female students. The study also found that there is significant difference between the level of emotional intelligence of management male and female students. However, there is no significant difference between the level of emotional intelligence of engineering male and female students.

Keywords: emotional intelligence, management students, engineering students

Introduction

Emotions play a very important role in our lives. It is essential to know how they affect our personal and social adjustments. Intelligence helps the human beings to think rationally and act accordingly as the situation demands. It is only when a person obtains high level of emotional intelligence that s/he becomes fit to their environment. In recent years, there has been an increased interest in the role of emotional intelligence in both the academic success of students and their adjustment in school. It is the emotional intelligence that acts as a driving force behind the factors that affect personal success and everyday interactions with others. Studies of emotional intelligence have shown its relevance to many aspects of life and the role it plays in the interactions and adjustments in daily life. Emotional intelligence has been found to be a predictor of life satisfaction, healthy psychological adaptation, positive interactions with peers and family, and higher parental warmth. Lower emotional intelligence has also been found to be associated with violent behaviour, illegal use of drugs and alcohol, and participation in delinquent behaviour.

According to Mayer and Salvey (1993) ^[11], emotional intelligence is the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions. Thus, emotional intelligence is an umbrella term that captures a broad collection of interpersonal and intrapersonal skills. Interpersonal skills consist of the ability to understand the feelings of others, empathies, maintain and develop interpersonal relationships and above all our sense of social responsibility. On the other hand, intrapersonal skills comprise of the ability to understand one's own motivation. Emotional intelligence plays a key role in determining life success. According to Daniel Goleman (1995) ^[7], "Emotional intelligence is the

capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships". Goleman *et al.* (2002) ^[8] in his research has identified a set of competencies that differentiate children with emotional intelligence. The competencies fall into four clusters such as Self Awareness (understanding of own emotions, powers, weaknesses, needs and awareness of self-existence), Self-Management (managing own emotional behaviour), Social Awareness (ability to understand emotions and needs of others and thus putting oneself into others' shoes) and Relationship Management (ability to establish relationships with other individuals and to ensure sustainability of such relationships, creating and managing a team).

Review of literature on emotional intelligence showed varied results. Among them the study of Farooq (2003) ^[5] revealed that the students with high level of emotional intelligence perform well comparatively with that of the students having low level of emotional intelligence. Zeidner *et al.* (2004) ^[5] has pointed out that there hasn't been sufficient research to clearly know the impact of Emotional intelligence on the academic success. Drago (2004) ^[4] found that emotional intelligence was significantly related with the students GPA, cognitive abilities and age. Safavi *et al.* (2008) ^[12] found that there was a significant correlation between emotional intelligence and socio-emotional adjustment of pre-university girls in Tehran. Tamannaifar *et al.* (2010) ^[13] found that the emotional intelligence, self-concept and esteem of the students were positively associated with their academic achievement. Kattakar (2010) ^[10] revealed that a positive relationship exists between emotional intelligence and academic achievement of students. Gangal and Singh (2012) ^[6] established that rural and urban teacher trainees do not differ significantly in

reference to their emotional intelligence. Anupama Katoch (2013) [2] found that students do not differ significantly on emotional intelligence based on their locality. Adsul (2013) [1] found that urban students have better emotional intelligence than rural students. Thilagavathy (2013) [14] found that there is no significance difference of emotional intelligence between urban and rural teacher trainees. Dhiman Kar *et al.* (2014) [3] found that there is a significant relationship between emotional intelligence among rural and urban secondary students. Joiceswarnalatha (2015) [9] found that the emotional intelligence level of the urban students is higher to that of the rural students and there is no impact of emotional intelligence on the academic performance. Therefore, keeping in mind the importance of emotional intelligence, the researcher makes a humble endeavour to study the emotional intelligence of management and engineering students. It is hoped that the findings of the present study will help the parents, teachers and educational administrators to chalk out the strategies for enhancing the level of emotional intelligence of the students to become successful person in their personal, social and professional life.

Objectives

1. To study the level of emotional intelligence of management and engineering students.
2. To find out the level of emotional intelligence of management and engineering male students.
3. To compare the level of emotional intelligence of management and engineering female students.
4. To study the level of emotional intelligence of management male and female students.
5. To compare the level of emotional intelligence of engineering male and female students.

Hypotheses

1. There will be no significant difference between the

level of emotional intelligence of management and engineering students.

2. There will be no significant difference between the level of emotional intelligence of management and engineering male students.
3. There will be no significant difference between the level of emotional intelligence of management and engineering female students.
4. There will be no significant difference between the level of emotional intelligence of management male and female students.
5. There will be no significant difference between the level of emotional intelligence of engineering male and female students.

Methodology

In the present study, the survey type descriptive research method is adopted. A sample of 160 students (80 Management and 80 Engineering) was selected through stratified random sampling method from the 10 colleges (05 Management and 05 Engineering)) of Hyderabad City of Telangana State, India. For the sake of data collection, Mangal Emotional Intelligence Inventory (MEII) developed by S.K. Mangal and S. Mangal was used. The test battery consists of four aspects of emotional intelligence namely – Intra-personal awareness, Inter-personal awareness, Intra-personal management, Inter-personal management with 100 items. After collection of the data, the scoring was done according to the scoring procedure given in manual of the scale. The mean, SD and t- test was employed to analyze the data.

Results and Discussion

To verify the first hypothesis, the mean score in the level of emotional intelligence of the engineering and management students, the two groups are subjected to t-test and the results are presented in the table-1.

Table 1: Significant difference in the level of emotional intelligence of the engineering and management students.

Group Compared	N	Mean	SD	Df	Calculated t-value at 0.05 level	Tabulated t-value at 0.05 level	Level of significance
Management students	80	72.64	7.20	158	0.54	1.98	Not Significant

It could be observed from the table-3 that the mean score of management students is 72.64 with an SD of 7.20, while mean of engineering students is found to be 73.29 with an SD of 7.88. The calculated t-value is 0.54 and the tabulated t-value is 1.98. Since, the calculated t-value is less than tabulated t-value which not significant at 0.05 level. Hence, the null hypothesis, ‘There will be no significant difference between the level of emotional intelligence of management and engineering students,’ is

accepted. Thus, it is concluded that there is no significant difference between the level of emotional intelligence of management and engineering students.

1. To verify the second hypothesis the mean score in the level of emotional intelligence of the management and engineering male students, the two groups are subjected to t-test and the results are presented in the table-2.

Table 2: Significant difference in the level of emotional intelligence of the management and engineering male students.

Group Compared	N	Mean	SD	Df	Calculated t-value at 0.05 level	Tabulated t-value at 0.05 level	Level of significance
Management male students	40	75.13	7.54	78	3.27	1.99	Significant
Engineering male students	40	70.15	5.95				

As seen from the table - 2, it can be observed that the mean score of management male students is 75.13 with an SD of 7.54, while the mean of engineering students is found to be 70.15 with an SD of 5.95. The calculated t-value is 3.27 and the tabulated t-value is 1.99. Since, the calculated t-value is more than tabulated t-value which is significant at 0.05 levels. Hence, the null hypothesis, 'There will be no significant difference in the level of emotional intelligence of the management and engineering male students,' is rejected. Thus, it is

concluded that there is significant difference between the level of emotional intelligence of management and engineering male students. Management students possess better level of emotional intelligence in compare to engineering students.

To verify the third hypothesis the mean score in the level of emotional intelligence of the management and Engineering female students, the two groups are subjected to t-test and the results are presented in the table-3.

Table 3: Significant difference in the level of emotional intelligence of the management and engineering female students.

Group Compared	N	Mean	SD	Df	Calculated t-value at 0.05 level	Tabulated t-value at 0.05 level	Level of significance
Management female students	40	70.98	7.51	78	1.27	1.98	Not Significant
Engineering female students	40	69.00	6.28				

From the table - 3, it can be observed that the mean score of management female students is 70.98 with an SD of 7.51, while mean of engineering female students is found to be 69.00 with an SD of 6.28. The calculated t-value is 1.27 and the tabulated t-value is 1.98. Since, the calculated t-value is less than tabulated t-value which not significant at any levels. Hence, the null hypothesis, 'There will be no significant difference in the level of emotional intelligence of the management and

engineering female students,' is accepted. Thus, it is concluded that there is no significant difference between the level of emotional intelligence of management and engineering female students.

4. To verify the fourth hypothesis the mean score in the level of emotional intelligence of the management male and female students, the two groups are subjected to t-test and the results are presented in the table-4.

Table 4: Significant difference in the level of emotional intelligence of the management male and female students.

Group Compared	N	Mean	SD	Df	Calculated t-value at 0.05 level	Tabulated t-value at 0.05 level	Level of significance
Management male students	40	75.13	7.54	78	2.46	1.99	Significant
Management female students	40	70.98	7.51				

As seen from the table - 4, the mean score of management male students is 75.13 with an SD of 7.54, while mean of management female students is found to be 70.98 with an SD of 7.51. The calculated t-value is 2.46 and the tabulated t-value is 1.99. Since, the calculated t-value is more than tabulated t-value which is significant at 0.05 levels. Hence, the null hypothesis, 'There will be no significant difference between the level emotional intelligence of management male and female students,' is rejected. Thus, it is concluded that there is

significant difference between the level of emotional intelligence of management male and female students. Management male students possess better level of emotional intelligence in compare to their female counterparts.

To verify the fifth hypothesis the mean score in the level of emotional intelligence of the engineering male and female students, the two groups are subjected to t-test and the results are presented in the table-5.

Table 5: Significant difference in the level of emotional intelligence of the engineering male and female students.

Group Compared	N	Mean	SD	df	Calculated t-value at 0.05 level	Tabulated t-value at 0.05 level	Level of significance
Engineering male students	40	70.15	5.95	78	0.84	1.99	Not Significant
Engineering female students	40	69.00	6.28				

It could be observe from the table -5 that the mean score of engineering male students is 70.15 with an SD of 5.95, while the mean of engineering female students is found to be 69.00 with an SD of 6.28. The calculated t-value is 0.84 and the tabulated t-value is 1.99. Since, the calculated t-value is less than tabulated t-value which is not significant at 0.05 levels. Hence, the null hypothesis, 'There will be no significant difference between the level of emotional intelligence of engineering male and female students,' is accepted. Thus, it is concluded that there is

no significant difference between the level of emotional intelligence of engineering male and female students.

Findings of the Study

- There is no significant difference between the level of emotional intelligence of engineering and management students.
- There is significant difference between the level of emotional intelligence of management and engineering male students. The level of emotional

intelligence of management male students is higher than their engineering counterparts.

- There is no significant difference between the level of emotional intelligence of management and engineering female students.
- There is significant difference between the level of emotional intelligence of management male and female students. Management male students possess higher level of emotional intelligence in compare to their female counterparts.
- There is no significant difference between the level of emotional intelligence of engineering male and female students.

Conclusion and Implications

Emotional intelligence plays a very crucial role in the life of a person. It determines the success and failure of a person in personal, social, academic, occupational and professional life. High level of emotional intelligence in the students will enhance their academic performance, healthier personality development and greater success in every walk of life. Emotional intelligence can produce essential life skills related to effective team work, leadership and management that are helpful in the world of work. Apart from the work field, the higher emotional intelligence will help the students in internalising the great human values and obtaining a global culture. It also helps the students to build a strong relationship with the different types of people and enhances better communication strategies. Emotional intelligence always works as a strong force to move ahead and achieve the goals of life by struggling positively to the challenges coming across. Those who are emotionally intelligent, and have potential to control their emotions can lead the world. So, the university students must possess high level of emotional intelligence as the future of nation is pinned on them.

It is obvious from the present study that the level of emotional intelligence among the management male students is higher than that of engineering male students. This may be because of the fact that management students get special training in the field of communicative skills, in maintaining interpersonal relationships, in understanding the others emotions and how to deal effectively for becoming successful managers. So, provision should be made for special training programmes in the above mentioned fields to the students of engineering course for enhancing their emotional intelligence. The study also found that the level of emotional intelligence among female management students is lower than that of their male counterparts. The reason for this may be the lack of exposure, confidence and introvert nature on the part of female students. Therefore, proper measures should be taken for improving the emotional intelligence of the female students through training programmes in the field of communicative skills, and interpersonal relationships etc. They should be trained to work with different types of work atmosphere.

In the present situation, there is a need of emotionally intelligent and balanced personalities in all walks of life and job market. So, the production of emotionally

intelligent candidates in both management and engineering fields is the need of the hour. The student himself or herself should be ready to achieve the high level of emotional intelligence by identifying his or her self and act accordingly. Home environment, parental support, teacher, administration and overall academic atmosphere of the institutions can play a major role in boost up the emotional intelligence of the students.

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