

# Demographical Study on Emotional Intelligence Among the Faculty Members with Special Reference to Business Schools in India

**Garima Agrawal**

Ph.D. Scholar, DAVV, Indore  
garacefulgarimaagrawal@gmail.com

**Anukool Manish Hyde**

Professor and HOD-HR  
Prestige Institute of Management and Research, Indore  
anukool\_hyde@pimrindore.ac.in

**Prashant Gupta**

Professor, Jaipuria Institute of Management, Jaipur  
prashant.gupta@jaipuria.ac.in

## ABSTRACT

In the management education, the idea of emotional intelligence has legitimate applications and significance for the way the faculty members educate and the way they see their part in adding to the prosperity of the students. The faculty having emotional literacy has a high degree of self-control and is also able to exert a high degree of influence over others. Such a man can identify with others viably and his practices reflect confidence, sympathy and lucidity of thought and judiciousness. In concurrence with the ascertained importance of emotional intelligence in the working of faculties in the education system, the present research is an attempt to study the level of emotional intelligence of business school faculty members with respect to age, gender, qualification, designation and marital status. Faculty members' emotional intelligence was accessed with the help of Emotional Intelligence scale developed by Anukool Hyde and Sanjyot Pethe and Upinder Dhar (2001). The descriptive survey method was adopted for the study. The sample of 545 Business school faculty members from various macro and micro cities of India has been selected adopting convenient sampling technique. The data obtained from the survey has been analysed using t-test and one-way ANOVA. The study reveals that a significant difference exists between age, gender, qualification, designation, marital status and emotional intelligence of the faculty members with special reference to business schools in India.

**Keywords:** Emotional Intelligence, Emotional Literacy, Feelings, Skills, Improved Performance

## INTRODUCTION

A fundamental part is played by emotional intelligence in conduct of people to lead a very healthy lifestyle in the society. A couple of examinations have demonstrated that it is having coordinate effect on the instructor's behaviour functioning in a management institute and necessary for the accomplishment of their job. Educators are the primary columns in the instructive framework. Teachers are the mediators who exchanged the learning to the children who symbolize the underpinning of the society. Educators can't be the compelling source of information except they are having the fundamental aptitudes, basic abilities, information and knowledge. Nowadays, the theory of the emotional intelligence among educators has been taken into consideration in view of its extraordinary centrality. Truth be told, emotional intelligence is a kind of social skill that incorporates to manage his/her own particular and others feelings settle on a decision amongst them and the capacity of utilizing these feelings to set his/her life. Hence this aptitude is extremely obligatory to create the teacher's execution uncommonly feasible. This mastery can make the educators ready to manage their students in addition to their partners too. This investigation depends on the idea to know the level of the emotional intelligence among Business school employees.

The principle point of teaching is the inside and out advancement of the children. In the journey for this desire, educators assume a critical part. Emotionally Intelligent teachers assist children with enhanced enthusiasm, better innovation, improved performance, proficient utilization of time and assets, better initiative characteristics and enhanced cooperation. Henceforth, it is necessary to develop the emotional intelligence of educators during pre-service.

## **NEED AND SIGNIFICANCE OF THE STUDY**

Teachers play an exceptionally noteworthy part, as they would act as changing agent in development process and in developing a society. They are the future producers of our nation and furthermore the suppliers of learning and knowledge. They can enhance the psychological and emotional soundness of the kid, along these lines this investigation concentrated on recognizing the level of emotional intelligence among B- School faculty members in India. It sets up social affiliations and overseeing feelings in others. The educators who have elevated emotional intelligence speaks in light of productive point and reins his or her feelings precisely more than responding to circumstance. This could encourage the B- Schools to start some adjustment in workplace in order to expand the altitude of emotional intelligence among the B- School faculty members at the institution.

## **REVIEW OF LITERATURE**

Harrod and Scheer (2005) found that “emotional intelligence levels were positively related to females, parents’ education and household income”. Amirtha and Kadhiraavan (2006) found that “gender, age and qualification influenced the emotional intelligence of school teachers”. Casper (2007) came to the conclusion that “there is no significant relationship between managers’ emotional intelligence and age, education, organizational post, and career roles. On the other hand, there was no significant relationship between emotional intelligence and job satisfaction”. In their study, Annaraja et al. (2005) found that “rural and urban B. Ed. trainees did not differ in their self-awareness, self-control, social skills and emotional intelligence”. Carmeli (2003) states that “employees high in emotional intelligence are more able to balance work-family conflict as they recognize and manage feelings of conflict as they occur”. Devi and Uma (2005) found that “the parental education, occupation had significant and positive relationship with dimensions of emotional intelligence like social regard, social responsibility, impulse control and optimism”.

## **OBJECTIVES**

The following are the objectives of the study:

- To study the level of emotional intelligence among the faculty Members of B-Schools with respect to age.
- To study the level of emotional intelligence among the faculty Members of B-Schools with respect to gender.
- To study the level of emotional intelligence among the faculty Members of B-Schools with respect to qualification.
- To study the level of emotional intelligence among the faculty Members of B-Schools with respect to designation.
- To study the level of emotional intelligence among the faculty Members of B-Schools with respect to marital status.

## **HYPOTHESES**

The following are the hypotheses of the study:

- Null Hypotheses  $H_{01}$ : There is no significant difference in the level of emotional intelligence among the faculty Members of B-Schools with respect to age.
- Null Hypotheses  $H_{02}$ : There is no significant difference in the level of emotional intelligence among the faculty Members of B-Schools with respect to gender.
- Null Hypotheses  $H_{03}$ : There is no significant difference in the level of emotional intelligence among the faculty Members of B-Schools with respect to qualification.
- Null Hypotheses  $H_{04}$ : There is no significant difference in the level of emotional intelligence among the faculty Members of B-Schools with respect to designation.
- Null Hypotheses  $H_{05}$ : There is no significant difference in the level of emotional intelligence among the faculty Members of B-Schools with respect to marital status.

## RESEARCH METHODOLOGY

**Universe:** For the purpose of this research faculty members working with public and private business schools in macro and micro cities of India are taken into consideration.

**Research Type:** The descriptive survey method was adopted for the study.

**Sampling Unit:** The Sampling unit for this research is faculty members working with public and private Business Schools in India.

**Sample Size:** Sample size selected for the present study comprises of 545 male and female faculty members and has been selected from major public and private business schools of most of the macro and micro cities of India.

**Sampling Technique:** The sampling technique used for the research is convenient sampling technique.

**Tool for Data Collection:** Primary data is collected through Scale of Emotional Intelligence developed by Anukool Hyde and Sanjyot Pethe and Upinder Dhar (2001) and by conducting an unstructured interview with the faculty members working with public and private business schools in India. For the collection of secondary data books, journals, magazines, articles and internet is used. Reliability and validity of the scale is 0.88 and 0.93 respectively.

**Tool for Data Analysis:** In this study, after collecting the data, the raw scores are tabulated and SPSS, T-test and One-way ANOVA is used for data analysis.

## RESULTS AND DISCUSSION

**Normality Test:** After conducting Kolmogorov-Smirnov Statistic test, it was found that the assumption holds good for the data. The data is normality distributed (3.746) (see Annexure 1).

**Reliability Test:** Reliability of data is (.750) (see Annexure 2) which is excellent.

**Objective 1:** To study the level of emotional intelligence among the faculty members of Business Schools with respect to age.

Since  $P = .007$  (see Annexure 3) which is lower than the significant level of .05 which means the null hypothesis is rejected at 5% level of significance. Therefore,  $H_01$  (There is no significant difference in the level of emotional intelligence among the faculty Members of B-Schools with respect to age) is rejected. The results suggested that faculties have differences in their emotional intelligence level according to their different age groups. Emotions are lived in a different way according to many conditions, but from every personal experience will be left with some emotions and you would become more sensitive.

These findings are similar to the research findings of Ahmed H. (2015) and Gruhnet al. (2010). Ahmed H. (2015) study explains that "older university teachers are more emotionally intelligent as compared to young university teachers as far as their perception about job satisfaction is considered more in middle age university teachers". Gruhnet al. (2010) found that "Several emotional functions have been shown to vary with age, including positive and negative affect, shame, Guilt, and pride (Orth. Robins. & Soto. 2010) and empathic concern and perspective-taking".

**Objective 2:** To study the level of emotional intelligence among the faculty members of Business Schools with respect to gender.

Since  $P = 0.05$  (see Annexure 4) which is lower than the significant level of .05 which means the null hypothesis is rejected at 5% level of significance. Therefore,  $H_02$  (There is no significant difference in the level of emotional intelligence among the faculty Members of B-Schools with respect to gender) is rejected. The findings concluded that both male and female employees have difference in the level of their emotional intelligence. The result of testing shows that the level of emotional intelligence of male employees is slightly higher than female employees. Reason behind this may be that, there is a discrimination between male and female in providing them equal opportunities for expose their emotions and abilities.

This findings are similar to the research findings of Ahmad S. et al. (2009), Chu (2002) and Hassan Jorfi et al (2011). Ahmad S. et al. (2009) conducted the study which shows that "males scored high than females on emotional quotient inventory. High scores on this scale indicates the higher level of emotional intelligence, so the above findings clearly suggest that males are emotionally intelligent than females". Study by Chu (2002)

revealed that “males have high level of emotional intelligence than that of females”. Hassan Jorfiet al (2011) found in their study that gender have positive relationship with emotional intelligence.

Objective 3: To study the level of emotional intelligence among the faculty members of Business Schools with respect to qualification.

Since  $P = 0.011$  (see Annexure 5) which is lower than the significant level of .05 which means the null hypothesis is rejected at 5% level of significance. Therefore, H03(There is no significant difference in the level of emotional intelligence among the faculty Members of B-Schools with respect to qualification) is rejected. The findings concluded that both post graduated employees and employees having Ph.D have difference in the level of their emotional intelligence. The result of testing shows that the level of emotional intelligence of post graduated employees is slightly lower than employees having Ph.D. The reason behind this could be that the academic achievements and emotional intelligence go hand in hand and faculties who are more qualified leads in important areas such as social, affective and behavioural aspects.

These findings are similar to the research findings of Ahmed H. (2015), Hassan Jorfiet al. (2011), and Renuka Aravpelliet al (2015). Ahmed H. (2015) study indicates that “the university teachers having PhD are more emotional intelligent as compared to with other qualification levels. It further illustrates that PhD qualified university teachers perceives greater job satisfaction”. Hassan Jorfiet al. (2011) in their study found that “educational level has positive relationship with emotional intelligence”. Renuka Aravpelli et al. (2015) conducted a study which indicates that factor score of 4.12 among teachers with B.Ed degree is little higher than rest of the other degree holders in private schools in Warangal districts. Overall emotional intelligence was found 4.07. which was considered high score in emotional intelligence among all the degree holder teachers.

Objective 4: To study the level of emotional intelligence among the faculty members of Business Schools with respect to designation.

Since  $P = .001$  (see Annexure 6) which is lower than the significant level of .05 which means the null hypothesis is rejected at 5% level of significance. Therefore, H04(There is no significant difference in the level of emotional intelligence among the faculty Members of B-Schools with respect to designation) is rejected. The results suggested that at all 3 levels of designations the faculties have differences in their emotional intelligence level. It may be because Professors who are working on higher designations by their experiences achieve high emotional maturity which helps in understanding, managing and controlling of emotions of self and others. Due to the higher emotional maturity they become able to do the delegation of authority, accountability, firm decision making and also they are able to establish good human relations and development oriented model for students.

These findings are similar to the research findings of Mishra S. et al. (2013), Sahar Hamdy et al. (2014) and Hassan Jorfiet al (2011). Mishra S. et al. (2013) in their study inferred that “secondary and senior secondary school teachers differ in their emotional intelligence with regard to their designation”. Sahar Hamdy et al. (2014) study shows “the relation between the three study variables and academic rank of participants. There were statistically significant differences across the different academic ranks”. Hassan Jorfiet et al. (2011) in their study found that job position has positive relationship with emotional intelligence.

Objective 5: To study the level of emotional intelligence among the faculty members of Business Schools with respect to marital status.

Since  $P = 0.038$  (see Annexure 7) which is lower than the significant level of .05 which means the null hypothesis is rejected at 5% level of significance. Therefore, H05(There is no significant difference in the level of emotional intelligence among the faculty Members of B-Schools with respect to marital status) is rejected. The findings concluded that both married and unmarried employees have difference in the level of their emotional intelligence. The result of testing shows that the level of emotional intelligence of married employees is slightly higher than unmarried employees. The reason could be that married people can better understand the needs and depth of the relations and after marriage they do lots of adjustments and sacrifices for their life partner and for his/her family so after marriage they become emotionally more mature and intelligent due to which they can manage their anger and anxiety effectively, means they can manage and control their emotions more efficiently as compare to unmarried people.

This findings are similar to the research findings of Abi Ealiaset al.(2012), Mohammad Ebrahimet al. and Rakesh Pandey et al (2010).Abi Ealiaset al.(2012)concluded in their research that “there is significant difference in the mean scores of Emotional intelligence based on marital status, So the null hypothesis is rejected”.Mohammad Ebrahim et al. (2010) study showed that “there was significant different between single individuals and married individuals in emotional intelligence”.Rakesh Pandey et al (2010)The relationships of husband’s and wife’s emotional intelligence with their marital adjustment, life satisfaction, general health, and positive affect and negative affect were examined using bivariate correlation. The coefficients of correlations presented in emotional intelligence (EI) as positively related to scores on marital adjustment. Thus, it is noted that wife’s EI was related with husband’s health, marital adjustment and life satisfaction as well as with her own. On the other hand, husband’s emotional intelligence has been found to positively related with his wife’s life satisfaction ( $r = .456$ ,  $p < .01$ ) and negatively related with her negative affect ( $r = -.405$ ,  $p < .05$ ) but not with his own.

## CONCLUSION

The outcome of the research uncovered that a significant difference exists between age, gender, qualification, designation, marital status and total mean scores of faculties of business schools on emotional intelligence, age and tenure appeared to influence the emotional intelligence of employees, with more elevated amount of emotional knowledge appeared for higher age and tenure. Consequently, your self-awareness/knowledgewill develop and give you augmented emotional intelligence. It appears from the examination that man and woman teachers are not equivalent in their emotional intelligence level i.e. male teachers have higher level of emotional intelligence as compare to the female teachers. It seems that due to factor like qualification faculties exhibits higher level of emotional intelligence in academics, because due to higher education the interpersonal skills are enhanced in the faculty members which help them to deal effectively and control with the emotions of self and others.

Likewise, designation of respondent was found to have significant association with emotional intelligence. It may be in light of the fact that faculties who are working on higher designations possess the profound comprehension about the necessities of students and by their encounters they know how to keep up the immense relationship with the students, other teachers, management, administration and other staff. The outcome likewise reasoned that both married and not married employees have refinement in the level of their emotional intelligence. The implication here is that married people comprehend the feelings of self as well as other people successfully as they are in a relationship as compare to singles.

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### ANNEXURES

Annexure 1- Showing Normality Statistics  
One-Sample Kolmogorov-Smirnov Test

		VAR00001
N		545
Normal Parameters <sup>a</sup>	Mean	142.4257
	Std. Deviation	13.80013
Most Extreme Differences	Absolute	.160
	Positive	.160
	Negative	-.122
Kolmogorov-Smirnov Z		3.746
Asymp. Sig. (2-tailed)		.000
a. Test distribution is Normal.		

Annexure 2- Showing Cronbach's Alpha Reliability Statistics reliability statistics

Cronbach's Alpha	N of Items
.750	49

Annexure 3- One Way ANOVA for testing hypothesis 1

Showing the ANOVA RESULT

VAR00001					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2657.967	4	664.492	3.555	.007
Within Groups	100943.273	540	186.932		
Total	103601.240	544			

Showing the Post hoc ANOVA RESULT

Multiple Comparisons

Dependent Variable: VAR00001

	(I) VAR00002	(J) VAR00002	Mean Difference (I-J)	Std. Error	95% Confidence Interval		
					Sig.	Lower Bound	Upper Bound
Tukey Hsd	Up to 25 years	26-35 years	-3.3671	2.22366	0.554	-9.4533	2.7191
		36-45 years	-1.01107	2.15548	0.99	-6.9106	4.8885
		46-55 years	-5.22	2.36811	0.18	-11.7016	1.2616
		56 years and above	-8.14471	3.03918	0.058	-16.463	0.1736
	26-35 years	Up to 25 years	3.3671	2.22366	0.554	-2.7191	9.4533
		36-45 years	2.35603	1.45377	0.485	-1.623	6.335
		46-55 years	-1.8529	1.75366	0.829	-6.6527	2.9469
		56 years and above	-4.77761	2.58921	0.349	-11.8643	2.3091
	36-45 years	Up to 25 years	1.01107	2.15548	0.99	-4.8885	6.9106
		26-35 years	-2.35603	1.45377	0.485	-6.335	1.623

Annexure 4- T test for testing hypothesis 2

Group statistics on Emotional Intelligence with respect to gender among the faculty Members of B schools

	VAR00002	N	Mean	Std. Deviation	Std. Error Mean
VAR00001	Male	332	1.4376E2	12.71774	.69798
	Female	213	1.4034E2	15.13274	1.03688

Annexure 5- T test for testing hypothesis 3

Group statistics on Emotional Intelligence with respect to qualification among the faculty Members of B schools

VAR00002	N	Mean	Std. Deviation	Std. Error Mean
VAR00001 Post graduation	277	1.4095E2	14.83095	.89111
Ph.D	268	1.4396E2	12.49111	.76302

Independent sample test on Emotional Intelligence with respect to qualification among the faculty Members of B schools

Independent sample test on Emotional Intelligence with respect to gender among the faculty Members of B schools

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
VAR00001	Equal variances assumed	3.939	0.048	2.841	543	0.005	3.41933	1.2037	1.05484	5.78381
	Equal variances not assumed			2.736	395.629	0.007	3.41933	1.24992	0.96202	5.87663



## Annexure 6- One Way ANOVA for testing hypothesis 4

Showing the ANOVA RESULT

VAR00001					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2553.898	2	1276.949	6.849	.001
Within Groups	101047.342	542	186.434		
Total	103601.240	544			

## Showing the Post hoc ANOVA RESULT

Multiple Comparisons

Dependent  
Variable: VAR00001

(I) VAR00002	(J) VAR00002	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
					Lower Bound	Upper Bound	
Tukey hsd	Assistant Professor	Associate Professor	0.40234	1.31127	0.949	-2.6794	3.484
		Professor	-5.47473*	1.62117	0.002	-9.2848	-1.6647
	Associate Professor	Assistant Professor	-0.40234	1.31127	0.949	-3.484	2.6794
		Professor	-5.87707*	1.71325	0.002	-9.9035	-1.8506
Professor	Assistant Professor	5.47473*	1.62117	0.002	1.6647	9.2848	
	Associate Professor	5.87707*	1.71325	0.002	1.8506	9.9035	

\*. The mean difference is significant at the 0.05 level.

Annexure 7- T test for testing hypothesis 5

Group statistics on Emotional Intelligence with respect to marital status among the faculty Members of B schools

	VAR00002	N	Mean	Std. Deviation	Std. Error Mean
VAR00001	Married	417	1.4310E2	12.55876	.61501
	Not Married	128	1.4022E2	17.10870	1.51221

Independent sample test on Emotional Intelligence with respect to marital status among the faculty Members of B schools

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
VAR00001	Equal variances assumed	16.076	0	2.075	543	0.038	2.88437	1.39025	0.15344	5.6153
	Equal variances not assumed			1.767	171.057	0.079	2.88437	1.63249	-0.33804	6.10678