

A Study on Emotional Intelligence among Management Students

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Abstract - The aim of the present study is to examine the emotional intelligence which is studied under five dimensions, i.e. Self-Awareness, Managing Emotions, Motivating one self, Empathy and Social Skills. The present study was carried out on 139 students pursuing MBA (Female and Males) as sample of the study with age range between 22 to 25 yrs. Descriptive statistics was done to analyze and compare the data. Result revealed that the students have moderate level of Emotional Intelligence in terms of Self Awareness, Managing Emotions, Motivating one self, Empathy and Social Skills. Females (girls) student possess higher level of emotional intelligence when compared with males (boys). Regarding understanding emotions and handling relationships it was concluded that there is no significant difference male and female students.

Keywords: *Emotional Intelligence (EI), Self-Awareness (SA), Managing Emotions (ME), Motivating Oneself (MO) Empathy (EM) Social Skills (SS), Management Students.*

I. INTRODUCTION

Emotional Intelligence (EI) is the ability to identify, assess, and control the emotions of oneself, of others and of groups. 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, J Mayer and P. Salovey [18]. Emotional Intelligence (EI) refers specifically to the interplay between intelligence and emotion, an interaction between intelligence and emotion forms the basis for human competence in any activity.

The psychology dictionary definition of EI is the awareness of and ability to manage one's emotions in a healthy and productive manner." Currently EI become increasingly popular as a measure for identifying potentially effectively leader and it may use as a tool in developing effective leadership skills says George [6].

II. LITERATURE REVIEW

Bhavani [16] has conducted studies on EI in Educational Institutions in Mysore. This study was conducted to understand the EI influence on students' performance levels. The EI factors for the study were identified as Self-awareness, Emotional Resilience, Motivation, Interpersonal Sensitivity, Influence, Intuitiveness and Conscientiousness.

The statistical analysis like descriptive statistics, ANOVA and regression analysis was done to know the factors that influence EI. From their findings Self-awareness, Influence, Conscientiousness has positive influence on EI. It is concluded that EI is important for students to be productive and perform better.

Matthews, Zeidner, and Roberts [10] deduced from the existing research that there has not been yet a unifying theory on emotional intelligence in the different domains, such as the role of the brain and the conceptualization of the personality traits. They also criticized the contradictory definitions of emotional intelligence and their effect on the theory's internal coherence. For instance, Mayor and Salovey [11] perceived emotional intelligence as the ability to reason about emotions, while Goleman focused on character.

Furthermore, Goleman [7] argued that the need for emotional intelligence is derived from the fact that human emotions are extremely critical in reaching decisions and determining actions. In fact, emotions are impulses to act. Goleman [7] explained that the origin of the word emotion in Latin is motere, which means "to move"; thus emphasizing that the propensity to act is inherent in every emotion. He added that each emotion has a different effect on the body. For instance, when someone is angry, blood drifts to the hands, thereby stimulating him/her to hold a weapon or any other tool; the heart rate rises and adrenaline boosts action to occur. On the other hand, when a person

is in love or is sexually satisfied, the body will be in a state of calmness and relaxation.

Ogundokun and Adeyemo [15] examined the relationship between emotional intelligence and academic achievement in a sample of secondary students. The results showed that emotional intelligence is strongly and positively correlated with academic achievement. The researchers argued that such results were not surprising given that the skills emotional intelligence subsumes, such as problem solving, interpersonal and intrapersonal abilities are highly associated with academic success. For example, a student who has the ability to regulate his/her feelings can manage stress or fear during an exam, thus increasing his/her chances for success or a student with interpersonal skills will not hesitate to ask the teacher or a peer for help.

Brackett and Katulak [2] tracked the results of implementing a program called ELMS (Emotional Literacy in Middle School) that aimed to increase students' emotional literacy, such as their ability to find words to express their feelings and expand their feeling words. The results showed that students who followed the intervention displayed better study skills and work habits, and achieved higher grades in reading and writing compared to the control group.

A study conducted by Nelis et al. [13] used a controlled design to investigate the effects of teaching emotional intelligence to young adults. The results revealed that students who received the emotional intelligence training scored significantly higher on trait emotional intelligence than those who did not follow the training. Those who did were able to improve their skills in emotional identification and management. An interesting finding is that the benefits extended over six months. That is, the effects of the program were not only manifested on the short term, but continued to be revealed on the long term.

Azadeh R et al. [17] found that job satisfaction and trust are conducive to establishing a relationship between Emotional Intelligence and project success through data collected from 373 managers in Australian defense industry in 2016. In other words, evidence was found that job satisfaction and trust play a crucial role in the relationship between success of a project and Emotional Intelligence. To summarize, Emotional Intelligence plays a key role and impacts positively job satisfaction, trust and success.

A study was conducted by Kaneez [9] about the gender differences on emotional intelligence. The study depicts difference between the genders on the parameters of emotional intelligence, i.e., awareness about self, their ability to manage emotions, ability to motivate self, responsiveness and social skills. It was found that men show more assertiveness, self recognition and depict more independence and management according to the situations than the women.

Weaver and Qi [19] and Fassinger (1996) suggest that fear of peer disapproval and informal norms of participation among students can also have a significant impact on student participation. Weaver and Qi [19] found that although most students believed that class participation significantly contributed to the learning process, there were clear norms regarding verbal contributions. Students often showed their exasperation with those who they thought spoke too much by rolling their eyes, "tapping pens and pencils, giggling, whispering to each other, coughing, shifting in their seats, and sighing loudly" (Weaver and Qi, p.252). Also, students may be reluctant to participate if they fear their peers won't respect their opinion, or will view them as "teacher's pet".

Ashkanasy and Dasborough [1] using the ability framework, examined whether teaching about emotions in an undergraduate leadership course would increase individual and group performance. They found that EI, measured by the MSCEIT, was positively related to exam performance and class grades.

Newsome, Day, and Catano [14] using the trait based definition of E, measured by the EQ-i found no relation between emotional intelligence and students' GPA. Results of a study by O'Connor and Little (2003) indicated that emotional intelligence did not predict students' academic achievement regardless of whether the type of instrument used to measure it was self-report EQ-i (Bar-On, 2000) or ability-based MSCEIT. One possible explanation for these inconsistent results is that there may be interaction or moderating effects.

In response to this situation, the study of Bar on (2005) offered three major conceptual models of EI i.e. 1) The Salovey – Mayer Model, 2) The Goleman Model 3) The Bar on Model. Research show that IQ accounts for only about 20 percent of a person success in Life. The balance can be attributed to EQ. IQ is a measure of intelligence quotient whereas EQ is a measure of Emotional quotient. The empirical studies showed that there is strong relationship between emotional intelligence and personality[3].

Esmaeilli [5] in their study concluded that there is significant relationship between components of emotional intelligence and mental health of men and women totally. Gupta [8] found that there is significant relationship between emotional intelligence and mental health of students. In the report [8] stated, that the emotional intelligence is positively and significantly related to Academic achievement. Darolia and Darolia [4] studied the role of emotional intelligence in coping with stress and emotional control behavior and their results prove that EI helps in coping with stressful situations.

Emotional intelligence has been found a reliable predictor of academic achievement than general intelligence. A large amount of research work done in the previous century

concluded that the higher the intelligence the better the academic performance. Later observations made in other studies revealed that many adolescent boys and girls' in spite of having good IQ levels were not able to show equivalent performance. Their declining performance appeared as a result of their emotional disturbances, problems in managing relationships, and insufficient coping mechanism to deal effectively with environment, such results made the researchers think, analyze academic performance. In our educational institutions and all developing countries the emphasis even today is on academic factor (read IQ) rather than emotional factor (read EQ) with the passage of time, we have realized that emotional factors are as important as academic factors and in most cases, more important. In India, people give the importance of higher education. Parents always try to give the best education for their child but much importance is not given to help children understand the emotions and its application, hence there is need for the study.

STATEMENT OF THE PROBLEM

To study the emotional intelligence and its five dimensions, i.e. Self-Awareness, Managing Emotions, Motivating one self, Empathy and Social Skills among management students pursuing MBA.

SCOPE OF THE STUDY

The present study focuses on the management students pursuing MBA in various colleges in Mysore. As MBA is one of the professional studies where companies recruit students in various managing functions, there is a need to identify the EI levels and its five dimensions among them in order to improve it.

OBJECTIVES

The following were objectives of the present study.

1. To study about the Emotional Intelligence among Management students.
2. To know the Self-Awareness among students
3. To identify the Managing Emotions among students.

4. To assess the Motivating oneself among students
5. To understand the empathy of students.

III. RESEARCH METHODOLOGY

The population of the study consists of Management students pursuing MBA in colleges in Mysore. The samples were selected as per convenience sampling plan, which is a non probability sampling technique.

Research and Sample Design: The study is descriptive in nature. Sample Unit is Management students from colleges. The sample size is 137 students.

Data Collection and method: Primary data is collected by administering questionnaire to respondents and secondary data is collected from published research papers.

Statistical tests conducted are descriptive statistics using SPSS.

HYPOTHESIS:

Keeping in view the nature of the study the following hypothesis is formed.

H₀: The male and the females differ significantly on their emotional intelligence.

Reliability Statistics

Cronbach's Alpha	N of Items
.950	6

By running reliability to the data, Cronbach Alpha was 0.950 which show that the instrument is having reliability which is more than 70%. There are 139 male and female respondents who are pursuing Management program. For the 6 items the data reliability value is 0.950 and hence further analysis of data can be considered.

IV. ANALYSIS AND INTERPRETATION

Table.No.1 Showing Descriptive Statistics

Statistics							
		SA	ME	MO	EM	SS	EI
N	Valid	139	138	138	138	138	139
	Missing	2	3	3	3	3	2
Mean		3.7518	3.3204	3.5499	3.6138	3.7324	3.5857
Median		3.8	3.3	3.6	3.6	3.8	3.58
Std. Deviation		0.59866	0.5766	0.54469	0.56879	0.55819	0.49624
Skewness		-0.55	0.072	-0.337	-0.386	-0.663	-0.62
Std. Error of Skewness		0.206	0.206	0.206	0.206	0.206	0.206
Kurtosis		1.187	0.216	1.166	0.792	1.068	1.775
Std. Error of Kurtosis		0.408	0.41	0.41	0.41	0.41	0.408

Minimum	1.6	1.7	1.7	1.56	1.6	1.67
Maximum	5	4.8	5	5	4.8	4.8

From the above table no 1 of descriptive statistics it is interpreted that the average for the factor Self-awareness is moderate positive with the value of 3.7518, because of their attention of social circumstance and capacity to control feelings in themselves and in others, thus can expand work fulfillment. The average of the factor Managing emotions has moderate positive relation with the value 3.3204, which has ability to stay focused and think clearly even when experiencing powerful emotions. Being able to manage your own emotional state is essential for taking responsibility for your actions, and can save you from hasty decisions that you later regret. The average of the factor Motivating oneself has moderate positive value 3.5499 which has the ability to use your deepest emotions to move and guide you towards your goals. This ability enables you to take the initiative and to persevere in the face of obstacles and setbacks. The average of the factor for Empathy has moderate positive value 3.6138, the ability to sense, understand and respond to what other people are feeling. Self-awareness is essential to having empathy with others. If you are not aware of your own emotions, you will not be able to read the emotions of others. The average of the factor has moderate positive value for Social Skill is 3.7324 hence the ability to manage, influence and inspires emotions in others. Being able to handle emotions in relationships and being able to influence and inspire others are essential foundation skills for successful teamwork and leadership. The Standard deviation is ranging from 0.5 in all the dimensions. The median is 3.5 for all the variables.

Table No.2 Showing Mean level of Emotional Intelligence components.

Means			
EI			
Gender	Mean	N	Std. Deviation
Female	3.6215	74	.52613
Male	3.5362	63	.46406
Total	3.5823	137	.49858

The average mean value is 3.6215 for female students and 3.5362 for male students. Hence female students are comparatively more emotionally intelligent than their counterpart.

Table No. 3 Showing Mean level and Standard deviation of Emotional Intelligence Components.

There is significant difference in Emotional intelligence between female and male students. In the table below the F value=0.996 and the mean score of students for EI is 3.5823. Hence it is concluded that the level of emotional intelligence is moderate among Management students.

Report							
Gender		SA	ME	MO	EM	SS	EI
Female	Mean	3.8296	3.3485	3.5592	3.7036	3.7239	3.6215
	Std. Deviation	0.6185	0.58324	0.58969	0.58715	0.59101	0.52613
Male	Mean	3.6557	3.2829	3.5319	3.5053	3.7508	3.5362
	Std. Deviation	0.57417	0.57487	0.49241	0.53556	0.52174	0.46406
	F	2.872	0.436	0.085	4.207	0.078	0.996
Total	Mean	3.7497	3.3183	3.5467	3.6124	3.7363	3.5823
	Std. Deviation	0.60266	0.57821	0.54532	0.57065	0.55836	0.49858

The hypothesis framed is that the male and the female differ significantly on the emotional intelligence. The F-value is 0.996 for Emotional Intelligence, which is significant at 0.05 levels on the basis of mean score. It can be concluded that the emotional intelligence is not well developed among students.

Self-awareness is very important in controlling feelings. On the basis of statistical analysis, it is found that F=2.872 which is not significant among students. Hence it can be concluded that there is no significant difference in controlling feelings in students.

Managing Emotions is important in controlling their emotions. On the basis of statistical analysis, it is found that F=0.436 which is not significant in handling emotions of students which is not significant at both level, Hence it can be concluded that there is no significant difference in handling emotions Management students.

Managing oneself is the ability to manage yourself with others in a better way. On the basis of statistical analysis, it can be concluded that there is no significant difference in managing oneself among students. F value for Managing oneself is 0.085. Hence it can be concluded that there is no significant difference in managing oneself.

Empathy is vital for success in the lives of everyone. From table 3, it is found that F=4.207 which is significant in understanding others among students. Hence it can be concluded that there is significant difference in understanding others among students.

Social Skills is the ability to manage and handle emotions and inspire others. From the above table, we found that F=0.078 which is not significant in inspiring others among

students. Hence it can be concluded that there is no significant difference in inspiring others among students.

V. SUGGESTIONS

Every parent has to teach their child to be emotionally literate, which helps to develop their inter and intrapersonal relationships. The students need to develop EI and its dimensions, in order to overcome stress, anxiety, frustration, disappointment, anger, hurt and despair. This would help the students during difficult situations in life and help them to improve their self-esteem, courage, self-reliance and self-regulations and also enable them to handle life on our own terms.

VI. CONCLUSIONS

The students have higher level of Emotional Intelligence, understanding managing and Empathy. Females (girls) students have higher level of emotional intelligence, understanding managing and Empathy comparatively than their male counterpart. There is no significant difference between male and female students with regard to understanding Emotion and Handling relation and emotions, only little difference exists. So in order to increase the level of Emotional Intelligence schools and colleges has to conduct training and awareness programs. Students can get trained by specialists and counselors who are trained in Emotional Intelligence. These experts can help students to know how they can improve their performance by applying Emotional Intelligence. If students understand, control and use their emotions effectively, they will significantly improve academic performance and there by create positive working environment in future.

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