

## Emotional Intelligence of Management Students

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### Abstract

In the last two decades, the concept of Emotional Intelligence (EI) has emerged as a potential new construct. The concept of Emotional Intelligence came out of the term emotion. Daniel Goleman gave the world a new dimension of emotional intelligence. The notion of Emotional Intelligence has created an interest among the scholars and management practitioners because of its impact on academic and work performance, job satisfaction, commitment towards realizing goals and increasing personal efficiency. The purpose of present study is two fold. First to assess and compare the level of Emotional Intelligence of management students with respect to gender, location and category and secondly draw attention of B-schools to develop student's Emotional Intelligence, which plays a vital role in their survival and fitness in the profession.

**Keywords:** Intelligent Quotient, Emotional Intelligence, Emotions, Understanding self and others.

### Introduction

Yale University Psychologists Peter Salovey and Johan Mayer coined the phrase 'Emotional Intelligence' in 1990. However the concept gained popularity through Goleman's (1995) bestseller titled 'Emotional Intelligence.' Goleman (1995) has defined emotional intelligence as the ability to recognize, regulate and control one's emotion to most effectively interact with others. Mayer and Peter Salovey (1997) defined Emotional Intelligence as a social intelligence, that involves the ability to monitor one's own and others emotions, to discriminate among them, and to use the information to guide one's thinking and actions. Emotional intelligence is a phrase that incorporates intricate aspect of both emotion and intelligence. Emotions rule the heart while intelligence reigns supreme the brain.

Based on extensive research, Goleman (1995, 1998) has proposed five dimensions of Emotional intelligence consisting of 25 competencies namely-

- **Self-awareness:** emotional self-awareness, accurate self-assessment and self-confidence.
- **Self-regulation:** self-control, trustworthiness, conscientiousness, adaptability and innovation.
- **Self motivation:** achievement drive, commitment, initiative and optimism.
- **Social awareness:** understanding others, developing others service orientation, leveraging diversity and political awareness.
- **Social skills:** influence, communication conflict management, leadership change catalyst, building bond, collaboration and cooperation and team capabilities.

Goleman opined that Intelligent Quotient (IQ) oriented view of intelligence is far too narrow. He reiterated that Emotional Quotient (EQ), the domain of human emotions is the strongest indicator of human success. Comparing IQ and EQ Goleman suggested that while 20% success is contributed by IQ the remaining 80% success is determined by EQ. In today's context, emotional intelligence is being perceived as the most important elements in person's success.

### **Need and Significance**

Management Education is an important segment of the business system contributing significantly to the organization as well as national development. As the management students are at the threshold of entering the career of business, it is highly desirable to know the levels of emotional intelligence (EI), of management students and if needed EI could be incorporated into a well designed course for better performance of students.

### **Emotional Intelligence (EI) Models**

Early theorist such as Thorndike and Gardner paved the way for the current experts in the field of emotional intelligence. Each theoretical paradigm conceptualizes emotional intelligence from one of two perspectives: ability or mixed model. Ability models regard emotional intelligence as a pure form of mental ability and thus as a pure intelligence. In contrast, mixed models of emotional intelligence combine mental ability with personality

characteristics such as optimism and well being (Mayer, 1999). Currently, the only ability model of emotional intelligence is that proposed by John Mayer and Peter Salovey. Two mixed models of emotional intelligence have been proposed, each within a somewhat different conception. Reuven Bar-On has put forth a model based within the context of personality theory, emphasizing the co-dependence of the ability aspects of emotional intelligence with personality traits and their application to personal well-being. In contrast, Daniel Goleman proposed a mixed model in terms of performance, integrating an individual's abilities and personality and applying their corresponding effects on performance in the work place. (Goleman, 2001)

#### Review of Literature

Psychologist, Dr. Thomas Achenbach of the University of Vermont who carried out quite extensive studies on American children by assessing them in mid-70s and later on in the late 80s, has concluded that over that decade and a half, there was a steady worsening of children's emotional intelligence. When Dr. Thomas Achenbach collaborated with his colleagues (1983) on similar assessments in other nations, he found that the decline in children's basic emotional competencies seems to be worldwide. The situation as visualized can make us imagine as to how the younger generation will face the realities when they enter the workforce of tomorrow.

Four cadres of fulltime M.B.A. students graduating in 1992, 1993, 1994 and 1995 showed strong improvement on 71% of the competencies in the Self-Management, 100% of the competencies in Social-Awareness and 50% of the competencies in social skills. Meanwhile the part time MBA students graduating in 1992, 1993, 1994, 1995 and 1996 showed strong improvement in 71% of the competencies in the Self-Management (Self Confidence, Initiative), 50% of the competencies in Social-Awareness (Social Objectivity) and 83% of the competencies in Social Skills Oral Communications, Group Management (Saxena Tanjul, 2007).

After evaluating the EI of undergraduate business majors, Rozell, Pettijohn & Parker (2002) concluded that 'emotional intelligence should be included within the core skills taught in training and development programs' at university. Similarly in study on the integrating of the teaching of EI competencies, Brown (2003) found that understanding their own emotions

allowed students to improve their interpersonal skills and build trust and empathy.

A Harvard Business School study of its graduates revealed that there was little or no significant correlation between career success and IQ. This is consistent with the contention that measures such as IQ and grade point average lack predictive ability, and that it is EI which provides the missing link between university results and career success. (Oien, Jacobs and Spencer 1998).

A seven year longitudinal study by Dulewicz and Higgs (2003) revealed EI as more important than intellect and other management competencies in the advancement of managers. Results indicated that intellect accounted for 27% and management competencies for 16%. While emotional intelligence explained 36% of the vacancies in advancement.

Mukti Mishra, Vaishali Rao and Gautami Bhatpohari (2008) in their study of college girls found that scheduled caste (M= 267.35) college girls were high in emotional intelligence than tribal and non tribal girls. The tribal (M=264.60) college girls were high in emotional intelligence than non tribal (M=256.15) college girls.

### Objectives

The main objectives of the study are:

- To compare the various groups on the basis of emotional intelligence
- To investigate, assess and categorize the students on the basis of their Emotional Intelligence.

### Hypothesis

1. **H<sub>0</sub>**= There is no significant variance difference among government, deemed and private universities students in terms of Emotional Intelligence.  
**H<sub>A</sub>** = There is significant variance difference among government, deemed and private universities students in terms of Emotional Intelligence.

2. **H<sub>0</sub>** = There is no significant difference between male-female, rural-urban, and general-reserved category students in respect of Emotional Intelligence.

**H<sub>A</sub>** = There is significant difference between male-female, rural-urban, and general-reserved category students in respect of Emotional Intelligence.

Method- To systematize work for the present study normative survey method was employed.

### **Sample**

Three hundred students were selected randomly from five (Government, Deemed and Private) Universities of Rajasthan. In all 144 males and 156 females were taken in the sample.

### **Tool**

Emotional Intelligence has been measured with emotional intelligence scale. Emotional scale is based on the tool developed by Hyde, Pethe and Dhar (2002). The scale consists of 34 items which are divided into ten factors which are:- Self-Awareness, Empathy, Self- motivation, Emotional Stability, Managing Relations, Integrity, Self- Development, Value Orientation, Commitment and Altruistic behaviour.

### **Data Collection**

- a) Sources of Data -The Final-Year students studying MBA course of five Universities of Rajasthan are the respondents.
- b) Nature of Data -The data collected through the tool is quantitative as well as qualitative.

### **Statistical Techniques**

- a. One-way ANOVA to verify the hypothesis and to test the significance of the variance difference among groups consisting of five universities.
- b. t-test to examine significance of difference between means of various sub- groups.
- c. chi-square test on different levels of a single categorical variable.

Analysis and Interpretation of Data

The data collected were analyzed using frequency counts. Qualitative analyses were adopted in analyzing the responses. The scores obtained were classified, subjected to statistical tests of scientific using SPSS. The computer values are given below:

**Table 1**  
Summary of ANOVA results.

Variable	Sum of Squares (ss)		Mean of Squares (ms)		F (df=4,295)
	Between	Within	Between	Within	
	693.73	27663.50	173.43	93.78	

The F-value presented in table 1 is less than the table value. It shows that there is no significant difference among the various groups of five universities. Hence our hypothesis number 1- is accepted.

**Table 2**  
Significance of Differences Between Means

Gender	Variable	Mean	SD.	N	t-value	Significance
Gender	Male	80.06	10.75	44	2.05	Significant
	Female	82.36	8.59	56		
Locale	Rural	78.10	13.13	31	1.92	Not Significant
	Urban	81.62	9.23	269		
Category	General	81.26	9.83	250	.013	Not Significant
	Reserved	81.24	9.37	50		

In order to determine the significance difference in emotional intelligence between male-female, rural-urban, and general-reserved category of students, t-test was computed. From the table above it is evident that the difference between male and female students is significant at 0.05 level. Therefore it may be interpreted that gender difference exists with regard to emotional intelligence. The females are found to be better as compared to males.

The t-test result reveals that there is no significant difference in emotional intelligence between rural-urban and general- reserved category students as the calculated value of t is not significant at 0.05 levels of significance. It may be concluded that there is no significant difference between these two sub groups. Therefore null hypothesis number 2 formulated for this purpose is partially accepted.

**Table 3**  
**Level of Emotional Intelligence of Sub-groups**

		Low	Moderate	High	Total	df.	Chi-square	Significance
Gender	Male	15	110	19	144	2	4.41	Not Significant
	Female	8	118	30	156			
Locale	Rural	4	24	3	31	2	2.18	Not Significant
	Urban	19	204	46	269			
Category	General	15	117	38	250	2	8.16	Significant at 0.05 level
	Reserved	8	31	11	50			

An attempt was made to confirm the results obtained in table-2 with the level of emotional intelligence. The emotional intelligence of 5 groups of students was classified as low, moderate, and high on the basis of their total scores. The results are presented in table-3. The table shows that values of chi-square obtained for male-female, rural-urban, and category sub-groups are 4.41, 2.18, and 8.16 respectively. The table values of Chi-square for 0.05% and 0.01% (2 df.) levels are 5.99 and 9.21 respectively. Therefore we conclude that there is no significant difference between levels of emotional intelligence of male-female and rural-urban sub-groups.

### Findings

1. There is no significant variance difference among Government, Deemed and Private Universities students in terms of emotional intelligence (E.I). Thus the type of institutions don't contribute to E.I of students
2. Male and female management students differ in E.I. Females tend to be stronger in components of self-awareness, emotional stability and commitments.
3. In all 8% students are having low E.I., 76% normal E.I. and 16% high E.I. Majority of students have moderate emotional intelligence. Therefore there is need to enhance the emotional intelligence of students.
4. There exists a significant difference between General and Reserved category students with regard to level of E.I.

## **Conclusion**

The concept of emotional intelligence is an umbrella term that covers a broad spectrum of individual skills and disposition, usually referred to as soft skills or inter and intra-personal skills that are outside the traditional areas of specific knowledge, general intelligence and technical or professional skills. The findings of the present study lead to the conclusion that there exist no differences between level of emotional intelligence of male-female, and rural-urban students. However general-reserved category students differ in the levels of emotional intelligence.

## **Suggestions**

1. B-school entrance test should also measure emotional intelligence. While admitting students in management course testing them for emotional intelligence with other abilities can certainly help prepare prospective professionals better to shoulder their future responsibilities.
2. To enhance the emotional intelligence of the management students it is important to provide them sufficient opportunities as well as support by the B-Schools. The emotional competencies can be developed in students through regular and well-planned emotional educational programs. Series of workshops for the same should be organized and essential participations of each student be ensured. The students should be made aware of the ways to identify and handle their emotions during their course. Activities like case studies, interactive discussions, watching videos, role playing may be conducted to build students' emotional-self. Through each task there is a valuable lesson to be learnt to understand their own emotions as well as others, build empathy, talk about their feelings, listen to others and boost their self-esteem.
3. The management institutions must communicate students that their performance will also be measured by the appropriate adoption of critical emotional intelligence skills. This will have a snowball effect because those who see their colleagues being rewarded for successfully demonstrating EI skills will be more willing to seek training for them.



### Implication

The implication for the B-school is that identifying emotional intelligence of the prospective professionals at the time of selection of students and designing training program for them during course of study. The time is ripe to include this much talked about concept in practice and harness the potential for benefit of all.

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