

## EMOTIONAL INTELLIGENCE - A GATEWAY TO SUCCESS FOR MANAGEMENT STUDENTS

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### **Abstract**

*Emotional Intelligence is a set of qualities that capture an individual skills and dispositions. The most important soft skill is communication skill because of which the issue of employability of management students has become very serious and critical. This can be achieved by inculcating different soft skills among students during the course of their management program.*

*The paper is aimed to study the impact of emotional intelligence on management students and ultimately resulting in their employability. The study has adopted a survey research design. The participants in the study were 150 (Male =100 and Female 50) management students of Symbiosis Centre for Management Studies, Pune. The data from these students was collected using Emotional Quotient Questionnaire. Correlation and other statistical techniques were used to analyze data. The results revealed that emotional intelligence and academic performance are both important predictors associated to student's employability. The study has implications for the curriculum developers to inculcate emotional intelligence as an integral part of the present curriculum. This will improve the performance of the students and also enhance the overall credibility of a student for getting employed.*

**Keywords:** *Emotional Intelligence, Employability, Management Studies, Emotional Quotient*

### **Introduction**

"Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment" -Wechsler's

Today in the world of challenges at workplace, if one has to survive he should be equipped with Emotional Intelligence. India by 2020 is set to become the world's youngest country with 64 per cent of its population in the working age group. Today's young generation has a lot of avenues for upgrading their qualifications, but employers prefer to hire those people who are resourceful, self-motivated, goal oriented and above all equipped with good soft skills. From time and again educators and employers have complained about the lack of soft skills among management graduates. Emotional Intelligence is a set of qualities and competencies that captures a broad collection of individual skills and dispositions. It is generally referred to as soft skills, inter and intra-personal skills etc. These skills are additional areas of specific knowledge, general intelligence. Whereas one can master technical skills, it is highly difficult to learn and acquire soft skills.

Soft skills are personal attributes that enable someone to interact effectively and harmoniously with other people. The most important soft skill which is important today is communication skill and it is this skill that creates serious skills for employability of

management graduates. Communication is a process by which we exchange ideas or emotions with other people and thus it can be said as an essential condition of our evolution and existence. This skill is now-a-days being inculcated into the management students through highly devised management program. Corporates specifically looks for those candidates who can add value to their organization with their soft skills and the ability to develop and use soft skills. Business includes forecasting, planning, organizing, instructing, coordinating and controlling and all of these functions communication plays a decisive role. A study confirms that 15% of the success of management students for getting employable depends on hard skills whereas remaining 85% depends on soft skills. Thus Soft skills fulfill an important role in shaping an individual's personality and gear them for job acquisition and job sustainability.

#### **Review of Literature**

**Joseph V. Ciarrochi, Amy Y.C. Chan, Peter Caputi 2000** This study critically evaluated the Emotional Intelligence (EI) construct (the ability to perceive, understand, and manage emotions), as measured by the Multi-factor Emotional Intelligence Scale (MEIS in press). We administered the MEIS to Australian undergraduates along with a battery of IQ, personality, and other theoretically relevant criterion measures, including life satisfaction and relationship quality. We also induced moods in the students and examined whether people high in EI were better than others at managing their moods and preventing their moods from biasing their social judgments. Analyses revealed that EI was not related to IQ but was related, as expected, to specific personality measures (e.g., empathy) and to other criterion measures (e.g., life satisfaction) even after controlling for IQ and personality traits. (A critical evaluation of the emotional intelligence construct, 2000)

**K.V. Petrides and Adrian Furnham 2001** This paper set out the theoretical foundation of emotional intelligence as a constellation of traits and self-perceived abilities. Results are discussed with explicit reference to establish personality models and it is concluded that trait EI can be conceptualized as a distinct composite construct at the primary level of hierarchical trait structures. (Trail Emotional Intelligence, 2001)

**Brackett, Marc A.; Rivers, Susan E.; Shiffman, Sara; Lerner, Nicole; Salovey, Peter 2006** Three studies used J. D. Mayer and P. Salovey's (1997) theory of emotional intelligence (EI) as a framework to examine the role of emotional abilities (assessed with both self-report and performance measures) in social functioning. Self-ratings were assessed in ways that mapped onto the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), a validated performance measure of EI. In Study 1, self-ratings and MSCEIT scores were not strongly correlated. In Study 2, men's MSCEIT scores, but not self-ratings, correlated with perceived social competence after personality measures were held constant. In Study 3, only the MSCEIT predicted real-time social competence, again, just for men. Implications for analyzing how emotional abilities contribute to social behavior are

discussed, as is the importance of incorporating gender into theoretical frameworks and study designs. (Relating Emotional Abilities to Social Functioning: A comparison of Self-Report and Performance Measures of Emotional Intelligence, 2006)

**Abubakr M. Suliman and Fuad N. Al-Shaikh 2007** This paper aims at exploring, for the first time in the Arab World, the role of emotional intelligence (EI) in affecting work outcomes. A self-administered questionnaire was used to survey 500 employees from 19 organizations in the United Arab Emirates. The findings are discussed in the paper along with some recommendations for managers and researchers. The results revealed significant differences between employees' perceptions of emotional intelligence, conflict and readiness to create and innovate. (Emotional intelligence at work: links to conflict and innovation, 2007)

**Pamela Qualter and Kathryn J. Gardner 2007** There is undoubtedly evidence identifying EI as important in predicting personal and school success, and this has potential implications for both the US and UK children's-related agendas. However, educators need to be cautious in making claims until more research evidence is available from the scientific community. As the concept of EI becomes better understood, it is likely that it will become integrated into educational policy in particular ways. (Emotional Intelligence: Review of Research and Educational Implications, 2007)

**John D. Mayer, Peter Salovey and David R. Caruso 2008** Some individuals have a greater capacity than others to carry out sophisticated information processing about emotions and emotion-relevant stimuli and to use this information as a guide to thinking and behavior. The authors have termed this set of abilities emotional intelligence (EI). Since the introduction of the concept, however, a schism has developed in which some researchers focus on EI as a distinct group of mental abilities, and other researchers instead study an eclectic mix of positive traits such as happiness, self-esteem, and optimism. Clarifying what EI is and is not can help the field by better distinguishing research that is truly pertinent to EI from research that is not. EI—conceptualized as ability—is an important variable both conceptually and empirically, and it shows incremental validity for predicting socially relevant outcomes. (John D. Mayer, 2008)

**Priti Suman Mishra and A K Das Mohapatra 2010** Emotional intelligence has been found to be a predictor of work performance. This study has demonstrated through empirical analysis the relationship between emotional intelligence and work performance. So, hiring individuals with higher levels of emotional intelligence is associated with financial gains. Because emotional intelligence is so critical for the success of a learning organization, these attributes should become the global goals of every curriculum and training plan. (RELEVANCE OF EMOTIONAL INTELLIGENCE FOR EFFECTIVE JOB PERFORMANCE, 2010)

**Nahid Naderi Anari 2012** The results of the study indicate that there is a positive significant relationship between emotional intelligence and job satisfaction, between

emotional intelligence and organizational commitment, and between job satisfaction and organizational commitment. It is also found there is no significant difference among high-school English teachers of different genders and ages concerning their job satisfaction and organizational commitment. But concerning emotional intelligence, the findings in this study provide support for gender differences, with females reporting higher emotional intelligence, but the results show no age differences among the participants. (Teachers: emotional intelligence, job satisfaction, and organizational commitment, 2012)

**Suzy Fox1, and Paul E. Spector** Emotional intelligence was conceptualized as competencies that may enable people to use emotions advantageously to achieve desired outcomes. Measures of three components of emotional intelligence (empathy, self-regulation of mood, and self-presentation) as well as affective traits (positive and negative affectivity) and general and practical intelligence were related to a major facet of work success, job interview performance. A sample of 116 undergraduates participated in a simulated job selection experience, consisting of paper and pencil tests and a videotaped structured interview. Results partially supported the proposed model. (Relations of emotional intelligence, practical intelligence, general intelligence, and trait affectivity with interview outcomes: It's not all just 'G')

#### **Objectives**

- To understand the importance of Emotional Intelligence for management students.
- To evaluate the correlation between emotional quotient and employability

#### **Hypothesis**

- $H_01$  = Emotional Intelligence is not important for management students.
- $H_02$  = There is no correlation between emotional quotient and employability.

#### **Research Methodology**

This paper is based on the primary and secondary data both. The primary data is collected from questionnaires filled out by 150 students. The secondary data is gathered from college placement cell, journals, reports, magazines, newspapers, websites and research articles written by scholars. According to the data collected from questionnaire and other sources, the data is analyzed and findings are reported.

The sample is collected from the population of nearly 1000 students at our college. The method of sample selection used is convenience sampling from mostly final year students. The students were asked to fill up a questionnaire containing 10 questions. The answers to the questions are mostly to be analyzed as per likert rating scale. The data is analyzed using excel. Co-relation is calculated upon the Emotional Quotient and Employability skills of students after their management program.

The study has implications for the curriculum developers to inculcate emotional intelligence as an integral part of the present curriculum. This will improve the performance of the students and also enhance the overall credibility of a student for getting employed.

**Data Analysis**

Emotional Quotient of all 150 respondents is studied as per the responses filled by the respondents. The data is entered in excel and the same is analyzed using excel formula. The responses are shown in the graph below. The graph is drawn on the responses shown in the table below.

| Questions | Responses |    |    |    |    |
|-----------|-----------|----|----|----|----|
|           | A         | B  | C  | D  | E  |
| 1         | 14        | 42 | 40 | 28 | 24 |
| 2         | 34        | 48 | 52 | 14 | 0  |
| 3         | 70        | 56 | 18 | 4  | 0  |
| 4         | 24        | 44 | 46 | 26 | 8  |
| 5         | 14        | 40 | 56 | 28 | 10 |
| 6         | 30        | 56 | 28 | 20 | 14 |
| 7         | 46        | 62 | 22 | 14 | 4  |
| 8         | 40        | 54 | 32 | 18 | 2  |
| 9         | 6         | 16 | 54 | 34 | 36 |
| 10        | 34        | 68 | 34 | 4  | 6  |

Table 1: Responses to the Questionnaire

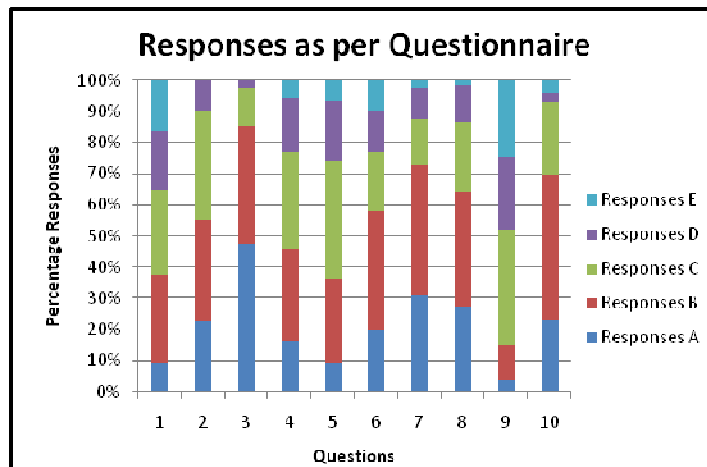


Figure 1: Graphical Presentation of Table 1

From the above graph we can draw the conclusions as per each question mentioned below

- Q.1 When asked if “It’s easy for me to express feelings” the maximum of the respondents say that it is sometimes or often true.
- Q.2 For the Question the maximum of the respondents say that it is sometimes or often true.
- Q.3 To the question “I like helping people” nearly 70% of the respondents agree that it is true.
- Q.4 This question received 46% response to sometimes true which is a good measure “I can handle stress, without getting too nervous”.
- Q.5 When asked if “It’s difficult for me to change my opinion about things” the response is 56 % to sometimes true
- Q.6 To the question “I am satisfied with my life” the respondents have given 56% to sometimes true.
- Q.7 When asked “When trying to solve a problem, I look at each possibility and then decide on the best way” nearly 62% have said yes which is again a good measure.
- Q.8 “When I disagree with someone, I’m able to say so” got a response of 54% for often true.
- Q.9 “I am more of a follower than a leader” 54% replied that it is sometimes true.
- Q.10 When asked “Looking at both my good points and bad points I feel good about myself” nearly 68% responded that it was true.

From the above we can see that some questions have been answered in a balanced manner as compared to the others. The responses may have defects during the collection period. The above data helped us to calculate the emotional Quotient for all 150 respondents. Also analysis has been done between Emotional Quotient and Employability to find the Co-relation between the two.

The co-relation as per the calculation done using excel is (0.1851). The correlation measure tells us about the direction of the relationship between the two variables. It is observed that the relationship between both variables is positive. The direction of the relationship between two variables is identified by the sign of the correlation coefficient for the variables. The Pearson Correlation Coefficient measures the strength of the linear relationship between two variables. The variables are perfectly linearly related. Thus we can reject the null hypothesis and accept the alternate hypothesis.

#### Findings

- The study done proves that emotional intelligence affect the employability of the students in the corporate world. The correlation coefficient of 0.1851 proves positive linear relationship.

- Students have to be groomed well from the beginning of their courses so that they can understand the importance of soft skills. Emotional intelligence should be added to the curriculum to overcome any shortcomings.
- The students feel that they are ready to take decisions but in the questionnaire some students are not satisfied with their life. This should be evaluated and students should be allowed to express their feelings.
- Thus we reject both our null hypothesis.

### Conclusion

Emotional Intelligence will enable students with a strong conceptual and practical framework to build, develop and manage teams. Activities like presentations, team-building, leadership, time management, group discussions, interviews etc will help students to open up and improve interpersonal skills. Companies are looking for candidates who are smart and can present themselves well. Emotional Intelligence is not a visible skill but it helps in improving the personality of the person and increases their employability potential and face the challenges of the present time. The blend of both hard as well as skills is essential for personal, professional and social success. The study has revealed that there is a positive correlation between Emotional Intelligence and Employability. Grooming of the students with this skill will make them ready to get a head start in the corporate world.

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