A Study On Emotional Intelligence Of Management Students In B-Schools Across Bangalore City

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Abstract:

EI can have an impact on students' leadership effectiveness both on campus and in the future. According to Emotional Intelligence research, kids who can recognise and control their moods, feelings, and attitudes successfully are more likely to succeed academically. The Present study is descriptive in nature, with pertinent data collected from both primary and secondary sources. Data was collected from 208 B-School students around Bangalore using a random sampling procedure. The model designed by Goleman to assess student's emotional intelligence/Quotient level was employed. In the present study, the researcher identifies that out of 5 components in the model self-awareness, motivation and empathy plays a vital role as a vehicle to improve the socio-emotional development of students. It is also found that, female students are having the highest EQ level than compare to the male students. Male students have a moderate EQ in the study.

Keywords: Leadership, Emotional Intelligence, Emotional Quotient, B-Schools, Bangalore.

Introduction:

The world is evolving in a fast pace (Rai, 2017).Young generation nowadays are constantly under pressure from psychological, economic, social, political, environmental, and legal considerations as they compete for jobs as recent graduates. Peer pressure poses serious issues for today's youth, who already have a lot on their plates. Pressure from school can lead to emotional instability, not getting along with others, giving up on things, and engaging in destructive behaviour to transition from education. As emotional intelligence is a subset of social intelligence with the ability to understand and monitor one's own feelings (minum saksena, 2018). Even though there have been several research on emotions up to this point, Salovey and Mayer (1989) introduced the idea of "emotional intelligence" for the first time. Considering the studies conducted inland, it is seen that the number of studies on emotional intelligence has increased as from 2000 (Karaman Özlü et al., 2016). Numerous studies have been done that highlight the significance of emotional intelligence, particularly in the management and business areas. The area of education is another one that values emotional intelligence after the commercial world. Studies in this area show that the value of the idea of emotional intelligence has been recognised. Students participating in research projects in the field of education typically make up the study group. These studies seek to identify the relationships between various factors and the emotional quotient levels of student's.

Emotional Intelligence:

The concept of emotional intelligence (EI), is concerned with how we perceive, recognize, comprehend, and control emotions, has gained a lot of attention in recent years. It is a characteristic of individual difference that can have an effect on several significant outcomes throughout the course of a person's lifetime. It entails understanding how emotions influence person's behaviour and have a good or bad effect on them. Emotional Intelligence allows us to think more creatively and to use our emotions to solve problems (Kannaiah, 2015). There is definitely some overlap between general intelligence and emotional intelligence. Emotional intelligence is the ability to sense, understand and effectively apply the power and expertise of emotions as the source of human energy, information, trust, creativity and influence (Afza et al., 2019). Emotional Intelligence is a protective factor that can come to the aid at this stage, if only the youth are appropriately counselled and made aware (Mrs. Sudha A Rao & Dr. Komala M, 2017). According to Goleman (1995) Emotional intelligence consists of five factors: Knowing one's emotions, managing emotions, motivating one, recognizing emotions in others, and handling relationships. Emotional Quotient is a major tool to measure the Emotional Intelligence in the study.

Components of Emotional Intelligence

There are 5 components of Emotional Intelligence (Goleman 2004), which has been discussed below.

1. Self-awareness: It all comes down to knowing oneself. This entails a lot of self-analysis and understanding oneself, as well as recognising one's own reaction to certain situations.

2. Self-Regulation: This entails exerting control over one's own behaviour. It also discusses how a person should manage his or her emotions in public.

3. Motivation: Motivation is the driving force that causes a person to behave in a particular way.

4. Empathy: The ability to comprehend other people's emotions and feelings.

5. Social Skills: The capacity to engage and socialise with people in society.

B-Schools:

The Management Programmes is one of the most sought-after undergrad programmes in India and worldwide. This two-year degree provides access to a variety of corporate work prospects. In India, there are almost 5547 B-Schools. 3721 of them are private. 526 are public, while the remaining 75 are public-private partnerships that provide two-year MBA programmes as Per Shiksha.com. Currently, around 375 B-schools are operating in the Karnataka state, producing thousands of students each year. Thus in this competitive scenario the students had to strive very hard to be 'market ready' which led to an increase in the perceived stress levels of management students (Sinha, 2014).

Review of Literature:

Emotions are part of human biological nature that moves with person wherever he/she goes. It has its relevance in all aspects of human life (Garodia, 2013). Emotional Intelligence has been around since ancient times and has been refined through different names such as social intelligence, non-intellective intelligence, emotional competencies, etc. It has been preached on in mythological literatures like Ramayana, Mahabharata and Holy Gita. (Sharma, 2008) (Garodia, 2013). In the field of behavioural science, the phrase "emotional intelligence" feels contradictory. Emotions, according to diverse conventions and opinions, are an unsystematic disturbance of stress activity that must be kept in check (AP et al., 2020). The emotional mind is quicker than the rational mind because the human body reacts first to the brain's signal and thinks later (Punia et al., 2015). 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 relationship (Saksena, 2018). Emotional intelligence (EI) has recently attracted a lot of interest in academic research (Mohamad & Jais, 2016).

Neerja Anand et al., (2016) In order to investigate the Emotional Intelligence of 80 undergraduate students from a management institution, the TEIQue-SF questionnaire designed by K.V. Petrides was administered. The data were evaluated based on gender and EI factor scores. Happiness, emotionality, sociability, and self-control were discovered. Females were shown to be more emotionally sophisticated than their male counterparts, according to the findings.

Jan et al., (2017) Emotional intelligence has a strong relationship with anxieties in higher education, with students with high emotional intelligence facing low academic anxiety and vice versa. Library anxiety, an academic anxiety, often affects the academic performance of students. Data was obtained from university undergraduates about these concepts, and findings developed important relationships between the participants' emotional intelligence, library anxiety, and academic performance. This research has practical consequences for academics and qualified librarians in addressing students' library anxiety and academic success.

Adil Adnan et al (2012) this study examined the connection between emotional intelligence and academic performance of students. Results showed no correlation between emotional intelligence and academic success, but a positive association was found between emotional intelligence and age. Additionally, there was no disparity in emotional intelligence across nationality and gender. This research has practical implications for academics and qualified librarians in addressing students' library anxiety and academic success.

Research Methodology:

In the present study, the descriptive and quantitative methodologies were used to determine the association between the emotional intelligence components; Empathy, self-awareness, self-management, social skills, and self-motivation are the determinants of "emotional intelligence. An EQ test was conducted among 208 management B-school students across the Bangalore city. The pertinent material was gathered from both primary and secondary sources of information. Primary data is gathered from a structured questionnaire through google forms. Secondary data is gathered from the various published sources like journals, research articles etc..,

Objectives of the Study:

1. To estimate the emotional Quotient of B school students of Bangalore.
2. To know the relationship between gender and EQ of B-school students of Bangalore.

Hypothesis:

1. **H$_0$-**All the component of Emotional intelligence are not highly correlated.
   H$_1$-All the component of Emotional intelligence are highly correlated.
2. **H$_0$-**There is no significant relationship between gender and EQ of B-school students of Bangalore.
   H$_1$- There is significant relationship between gender and EQ of B-school students of Bangalore**.**

Table No 1: Correlation

<table>
<thead>
<tr><th colspan="7">Correlations</th></tr>
<tr><th></th><th></th><th>Scenario 1 (Self-regulation)</th><th>Scenario 2 (Empathy)</th><th>Scenario 3 (Self-awareness)</th><th>Scenario 4 (Motivation)</th><th>Scenario 5 (Social skills)</th></tr>
</thead>
<tbody>
<tr><td rowspan="3">Scenario (Self-regulation)</td><td>Pearson Correlation</td><td>1</td><td>.092</td><td>.082</td><td>-.017</td><td>.009</td></tr>
<tr><td>Sig. (2-tailed)</td><td></td><td>.184</td><td>.234</td><td>.801</td><td>.895</td></tr>
<tr><td>N</td><td>211</td><td>211</td><td>211</td><td>211</td><td>211</td></tr>
<tr><td rowspan="3">Scenario 2(Empathy)</td><td>Pearson Correlation</td><td>.092</td><td>1</td><td>.532**</td><td>.424**</td><td>.478**</td></tr>
<tr><td>Sig. (2-tailed)</td><td>.184</td><td></td><td>.000</td><td>.000</td><td>.000</td></tr>
<tr><td>N</td><td>211</td><td>211</td><td>211</td><td>211</td><td>211</td></tr>
<tr><td rowspan="3">Scenario 3 (Self-awareness)</td><td>Pearson Correlation</td><td>.082</td><td>.532**</td><td>1</td><td>.535**</td><td>.364**</td></tr>
<tr><td>Sig. (2-tailed)</td><td>.234</td><td>.000</td><td></td><td>.000</td><td>.000</td></tr>
<tr><td>N</td><td>211</td><td>211</td><td>211</td><td>211</td><td>211</td></tr>
<tr><td rowspan="3">Scenario 4 (Motivation)</td><td>Pearson Correlation</td><td>-.017</td><td>.424**</td><td>.535**</td><td>1</td><td>.462**</td></tr>
<tr><td>Sig. (2-tailed)</td><td>.801</td><td>.000</td><td>.000</td><td></td><td>.000</td></tr>
<tr><td>N</td><td>211</td><td>211</td><td>211</td><td>211</td><td>211</td></tr>
<tr><td rowspan="3">Scenario 5 (Social skills)</td><td>Pearson Correlation</td><td>.009</td><td>.478**</td><td>.364**</td><td>.462**</td><td>1</td></tr>
<tr><td>Sig. (2-tailed)</td><td>.895</td><td>.000</td><td>.000</td><td>.000</td><td></td></tr>
<tr><td>N</td><td>211</td><td>211</td><td>211</td><td>211</td><td>211</td></tr>
</tbody>
</table>

An EQ test was conducted on 208 students of B-school across Bangalore city by considering the following components of the emotional intelligence they are,

1. Self-regulation
2. Empathy
3. Self-awareness
4. Motivation
5. Social skills

With reference to above, scenario is given for each component to check the level of EQ whether higher or lower. The study seeks to estimate the emotional Quotient of B-school students of Bangalore, Following hypothesis was proposed

H_0-All the component of Emotional intelligence are not highly correlated

H_1-All the component of Emotional intelligence are highly correlated

From the above table the results says that from the Pearson correlation coefficient test at 0.01 level of significance, we get to know the component which are highly correlated towards emotional quotient of B school of Bangalore, with the cutoff of 0.5, the results show components like self-awareness, motivation and empathy are highly correlated and significant too along with social skills component Except self-regulations all other are significant

for the same. The p-value is more than level of significance of it where, as rest of them are less than the level of significance, which clearly says that all the components of Emotional intelligence are not highly correlated.

Table No 2: Nominal Regression

Case Processing Summary		N	Marginal Percentage
Score	1	33	15.9%
	2	26	12.5%
	3	39	18.8%
	4	33	15.9%
	5	77	37.0%
Valid		208	100.0%
Missing		0	
Total		208	
Subpopulation		10[a]	

a.	The dependent variable has only one value observed in 10 (100.0%) sub-populations.

The study seeks the relationship between the gender and EQ of B school students of Karnataka, the following hypothesis is been proposed

H_0-There is no significant relationship between gender and EQ of B-school students of Bangalore

H_1- There is significant relationship between gender and EQ of B-school students of Bangalore

From the above table the summary gives the data in percentage in which the 37% of students has higher EQ with highest score in test where as 15.9% of student has lower EQ and remaining falls under the moderate correlation.

Model Fitting Information				
	Model Fitting Criteria	Likelihood Ratio Tests		
Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	634.752			
Final	.000	634.752	8	.000

Pseudo R-Square	
Cox and Snell	.953
Nagelkerke	1.000
McFadden	1.000

The model fitting information contains the likelihood ratio chi-square test, compare the full model against null, Here we see that final model is significant improvement in fit over null model.

$$\{X^2(8) = 634.752, P<0.01\}$$

And the table PSeude R-square that are treated as rough analogues to the R square value is O/S regression with Cox and snell value of .953 and remaining Nagelkerle and Mcfadden has of value 1

Likelihood Ratio Tests				
	Model Fitting Criteria	Likelihood Ratio Tests		
Effect	-2 Log Likelihood of Reduced Model	Chi-Square	df	Sig.
Intercept	570.032	570.032	4	.000
Gender	595.334	595.334	4	.000
Mean EQ	628.395	628.395	4	.000

These Results contain likelihood ratio tests of the overall contribution of each independent variable to the model, using the conventional Alpha at 0.01 and 0.05 we see that both gender and EQ are significant.

Parameter Estimates								
Score[a]		B	Std. Error	Wald	Df	Sig.	Exp (B)	95% Confidence Interval for Exp (B)
2	Intercept	309.009	20000.248	.000	1	.988		
	Gender	-.114	2334.773	.000	1	1.000	.892	.000
	MeanEQ	-181.698	11557.531	.000	1	.987	1.229E-79	.000
3	Intercept	578.152	25283.513	.001	1	.982		
	Gender	.158	3079.996	.000	1	1.000	1.171	.000
	MeanEQ	-361.302	15316.748	.001	1	.981	1.227E-157	.000
4	Intercept	813.405	28522.321	.001	1	.977		
	Gender	-.258	3688.856	.000	1	1.000	.772	.000
	MeanEQ	-541.903	18320.144	.001	1	.976	4.514E-236	.000
5	Intercept	1019.351	31585.662	.001	1	.974		
	Gender	.059	4392.724	.000	1	1.000	1.061	.000
	MeanEQ	-729.335	21882.106	.001	1	.973	.000	.000

These results provide information of each score wise group against the average of component of Emotional intelligence and gender.

In the set of coefficient it represent the comparison between students' scores against the EQ in which the students comes under the group of score 3 and 4 are having positive beta value with their higher significance value, when it compared overall with all the score at 95% confidence interval the said parameter estimates is significant and alternative hypothesis is accepted which says that there is significant relationship between gender and EQ as emotional quotient varies by gender.

The below table represent the level of EQ between Gender as test say that EQ varies by gender

Scores/Gender	Male	%	Female	%	Total
1	18	16.07	15	15.63	33
2	16	14.29	10	10.42	26
3	18	16.07	22	22.92	40
4	23	20.54	10	10.42	33
5	37	33.04	39	40.63	76
Total	112	100	96	100	208

For analysis we consider student who scored 5 are having higher EQ and student with score 1 and 2 are having lower EQ where, as score 3 and 4 is consider as moderate EQ level. The above Table clearly says that female students has higher EQ level with 40.63% than male student with 33.04% when it comes to moderate level of EQ, the male student has more EQ than Female student with average of 18.30% and 16.67% respectively, for the lower level of EQ, both male and female students contribute same with the average of 30%. Hence, Alternative Hypothesis is satisfied that there is a relationship between gender and EQ and B-School students.

Conclusion:

The concept of Emotional Intelligence has coined its relevance in all aspects since long back, but

Its place in the educational system is still missing (Garodia, 2013). Since Daniel Goleman popularised the term Emotional Intelligence in his article, numerous scholars have stepped forward and continuously demonstrated its usefulness in different facets of academic, social, and professional life. As a result, it has become the responsibility of educational institutions to arm their student's with the weapon of Emotional Intelligence in addition to a high Intelligent Quotient (IQ). If students are to develop essential life skills and the ability to think constructively and act wisely, the emotional mind must be understood and considered central to education (Nelson et al., 2006). From the present study out of 5 components model of Goleman model 3 components (self-awareness, motivation and empathy) plays a vital role as a vehicle to improve the socio-emotional development of students. With respect to the same, female students has the highest EQ level than compare to the male students.

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