

Role of Emotional Intelligence as an Ability of Business Studies Students in Getting Selected for a Job– A Personal Profile Survey in Bengaluru City

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Abstract

Researchers consider Emotional Intelligence (EI) as a new yardstick in organization behavior for evaluating the academic abilities of students. The primary objective of the study is to analyze the various aspects of Emotional Intelligence among the Students of Business studies and its relationship with Emotional Intelligence (EI) and GPA score. This descriptive study has been conducted by collecting primary data from 100 final year business studies students in Bangalore city as sample using simple random sampling. The Personal Profile Survey Instrument of Udai Pareek and Surabhi Purohit has been used to measure the Emotional Intelligence aspects such as Self-awareness, Self-management, Internality, Motivation, Empathy and Social skills. The results show that the components of EI are significantly and positively related, but empathy is not related to any aspect of EI. The research proves that EI level varies with the GPA score. The motivation aspect is the dominant aspect amongst others aspects of EI with an average percentage of 67.24. Further research can be conducted to assess the EI from a gender perspective.

Introduction

In today's corporate world, there is a stiff competition in Job Market amongst Business Studies students to get into reputed companies. Many educational institutes concentrate on enhancing the IQ level of the students but fail to impart skills to manage their emotions i.e. Emotional Intelligence, which is very important to manage stress and take up responsibilities and challenging jobs by the Business Studies students.

Educational Institutions should consider and train students to enhance EI of the students so that they become capable to take up the responsibilities and withstand stress at workplace. Still, IQ is recognized as an

important factor of success, predominantly when it comes to academic achievement. EI is more important than IQ. Research says that IQ can help in getting a job, but EQ helps in survival in an organization. IQ of individuals accounts only for 20% of one's success in life, but emotional intelligence (EI) is much a greater determinant factor of the success you will achieve in life. (Goleman,1995).

Emotional Intelligence (EI) refers to the ability to recognize and regulate emotions in ourselves and others (Goleman,2001). Peter Salovey and John Mayer, who originally used the term "Emotional Intelligence" in their published book, initially defined emotional intelligence as

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“A form of intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions”(Salovey&Mayer,1990).

Literature Review

Mayer, J. D., & Geher, G., (1996), in their study, “Emotional Intelligence and the identification of emotion” revealed that EI is concerned with understanding the ability which depends upon individual differences to connect thoughts to emotions. People who are good at connecting thoughts to feelings may better “hear” the emotional implications of their own thoughts, as well as understand the feelings of others from what they say. The respondents were evaluated with several criteria such as emotional recognition abilities, agreement with group consensus and agreement with the target respondents. The respondents who agreed more with group consensus and with target respondents also scored high than other respondents on the scales of empathy and self-reported scores and scored low on emotional defensiveness. Their study says that the emotional openness and general intelligence are required to solve some forms of emotional problems.

Mandell, B., & Pherwani, S., (2003) made a study on "Relationship between emotional intelligence and transformational leadership style: A Gender comparison". The Study reveals that there is a significant relationship between emotional intelligence and transformational leadership style. The results show that there is a significant difference in scores of emotional intelligence of male and female managers but not in transformational leadership scores.

Parker, J. D., Summerfeldt, L. J., Hogan, M. J., & Majeski, S. A., (2004) studied the “Emotional

Intelligence and academic success: examining the transition from high school to university” covering 372 students. The study proved the association between emotional intelligence and academic achievement among those students who are transited from high school to university. The result was divergent and compared between highly successful (GPA of 80%) and unsuccessful students (GPA of 59% and less).

Elizabeth J.Austin, Phillip Evans, Ruth Goldwater, Victoria Potter, (2005). Did a study on “Emotional Intelligence, Empathy and Exam Performance in first-year medical students”.It was found that there was a strong association between academic success and several dimensions of EI. Students with high Emotional Intelligence were having more positive feelings related to communication skills. Female students of medical colleges reported significantly higher EI compared to males. The study says that the exam performance and EI are unrelated.

Extremera, N., & Fernández-Berrocal, P, (2006), did a survey on“Emotional Intelligence and emotional education from Mayer and Salovey's model”, The study determines the relationship between EI, anxiety, depression and mental, social and physical health amongst 184 university students. Results show that the Emotional attention was positively and significantly associated with high anxiety, depression and low role emotions, social functioning and mental health. Students having a high level of emotional clarity and Mood Repair will have a low level of anxiety and depression.

Gil-Olarte Márquez, et & l, (2006) did a study on “Relating emotional intelligence to social competence and academic achievement in high school students”. The result showed that EI is moderately related to social competence and

predicted the final grades of the respondents. Teachers in school, as well as parents, are very much concerned about academic success and social adaptation both in and out of the classroom.

Parker, (2006) made a study on “Emotional intelligence and student retention: Predicting the successful transition from high school to university” The study examined the relationship between emotional intelligence and academic retention with the sample of 1270 respondents. The study results show that the students possessed a wide range of emotional and social competence those who continued or retained and proved that there is a positive relationship between emotional intelligence and academic retention. The emotional intelligence was moderately related to social competence and successfully predicts the student's final grades.

Brown (2006). Studied the “Direct and indirect relationships between emotional intelligence and subjective fatigue in university students”. The study found that the higher the emotional intelligence, lesser the fatigue experienced. The study has considered psychosocial variables such as depression, anxiety, optimism, internal health locus of control, social support and satisfaction. The study also shows that the satisfaction with social support is the variable mediated between emotional intelligence and fatigue.

Fariselli, L., Ghini, M., & Freedman, J., (2008). Examined “Age and Emotional Intelligence” The study reveals that age significantly influences the emotional intelligence with a significant value of less than 0.01 with beta value of 0.135, which means that the association between emotional intelligence and age is positive and significant but weak.

Kong, F., Zhao, J., & You, X., (2012), investigated "Emotional intelligence and life

satisfaction in Chinese university students: The mediating role of self-esteem and social support”. The result shows that the life satisfaction was predicted by Emotional Intelligence, social support and self-esteem arbitrated life satisfaction and emotional intelligence and proves that there is an association between social support and life satisfaction which was stronger for males than females.

Statement of the Problem

EI is a form of intelligence that emphasizes on the ability to monitor the one's own and others feelings and emotions, to discriminate and use this information to guide thinking and actions of oneself (Salovey & Mayer, 1990). Researchers have proved that there is a significant relationship between emotional intelligence and success at workplace. Many companies invest in tools to test or measure the emotional intelligence of the candidates, which would take time and money for the company. Competition amongst Business Studies students is increasing, the academic success of business studies student is measured based on GPA Score. i.e. GPA score and emotional intelligence, which is a new concept in measuring the success of candidates in an organization. So this research aims at identifying the relationship between emotional intelligence and GPA Score among students doing Business Studies in Bangalore city. Therefore, the study was conducted to assess the role of Emotional Intelligence in business studies students and relationship between emotional intelligence and the academic performance using GPA Score as the criterion.

Objectives and Methodology

The main objectives are as following:

1. To assess Emotional Intelligence of Business Studies Students
2. To determine the associations between various factors of EI.
3. To investigate the relationship between Emotional Intelligence (EI) and GPA Score (Academic Performance)

In this research, GPA is a number that indicates how high/low student scored in the courses on average which is converted into the percentage (Refer Table 1: Grade in Demographics of students:)that students score in the University Exams, which measures the academic performance of a student. The descriptive study was conducted amongst 100 business studies students who were selected randomly using simple random sampling. The data was gathered in the month of January 2018. The structured and standardized questionnaire developed by Udai Pareek and Surabhi Purohit, which was based on the research of Salovey's concept and also includes new dimension reported by Seligman and others were used in the collection of data. The factors of Emotional Intelligence considered to develop questionnaires are self-awareness, self-management, Internality, Motivation, Empathy and Social skills. Few demographic questions such as age, gender were also considered. Cronbach's Alpha was 0.751 ($\alpha = 0.751$)for 100 samples which are highly reliable with 48 item scales

Reliability	Statistics
Cronbach's Alpha	N of Items
.751	48

Analysis and Findings - Demographics of Students

Table 1: Demographic Questions

Characteristics		Frequency	(%)
Gender	Female	50	50
	Male	50	50
Age	16-20	4	4
	20-25	94	94
	25-30	2	2
	30-35	0	0
Grade	90-100	0	0
	80-89	8	12.667
	70-79	54	36
	60-69	48	32
	50-59	29	19.333
	<50	0	0

It can be seen from the above table that there are 50% are male students and 50% of females. and most of the students surveyed are in the age group of 20 to 25 years (94). The table also reveals that majority (68%) are in the academic grade between 60to 79% range and there is no one with less than 50% of the grade. This grade is considered as GPA Score.

Objective1: To assess Emotional Intelligence of Business Studies Students

Analysis:

The responses were transferred from the questionnaire to scoring sheet, the starred responses were reversed (0 becomes 3, 1 becomes 2, 2 becomes 1 and 3 becomes 0)then added each row and multiplied by 4.17 to calculate the percentage of each aspect. The total Emotional Intelligence score ranges from 0 to 100, the percentage score of EI is shown in table 2.

Table: 2: Emotional Intelligence Scoring table

Factors/Aspects	Percentage Score
Self-Awareness	64.90
Self-Management	54.47
Internality	57.86
Motivation	67.24
Empathy	56.56
Social Skills	61.25
Total EI Score	60.38

The scores are divided into four quartiles, with 25% scores in each quartile. The 25% score in each aspect is considered to be a low score, 50% scores are considered an average score, above 50% up to 75% is considered an above average score and above 75% is high score with respect to Emotional Intelligence. These are the EI Scores in Percentage. The score ranges from 55% to 65%. It means the above average EI score got by the Business Studies students. The characteristic features of each component of EI are explained below.

First Quartile ranges between 0 to 25% - which indicates the Low score, it means that students are not able to understand and act upon emotions of self and others, people cannot able cope up with challenges or changes in one's life. Negative emotions are more and difficult in reacting to others emotions. Low EI people are easily influenced by others. The stress level will be high, strongly recommended for counseling and training.

The second Quartile ranges between 25% to 50% - which indicates the average score, it means students are able to be cool and tries to manage stress but difficult to express emotions and minimal negative emotions compared to low score EI. There are having a dilemma in making a decision. This state of mind is called as

“Cat on the Wall”, but they try to learn from past. The third Quartile ranges between 50% to 75% - which indicates above average score, it means students will have the ability to cope up with stress. They can be a good team player, who is extrovert in nature and manage the situation. They are good decision makers who have the ability to manage the emotions of one's own and others.

Fourth Quartile ranges between 75% to 100% - which indicates high EI score, it means students can become a great leader with the ability to deal with one's own and others emotions. They possess the ability to take up the challenges in their life. They are able to build networks and manage the relationship.

Self-Awareness

This aspect includes the ability to understand and determine one's own emotions and accepting oneself with existing strengths and weaknesses. The table 1 shows that the percentage score of self-awareness is 62.03. It means the Self Awareness level amongst the respondents is good (Above Average). The respondents have to explore their strengths and weaknesses and can interact more with other people in order to increase the awareness level.

Self Management

This aspect includes the ability to manage and take responsibility for one's own behavior. The table 1 shows that the percentage score of self Management is 54.47. It means the level of self-management is above average for the business studies students. Students can develop self-management through formal training, students should start accepting the responsibilities to be effective in self-management.

Internality

Internality emphasis on individual orientation towards taking charge of the situation with a lot

of hopes and involvement with a score of 57.86. The score is above average level for the respondents. Students should learn to face the failure with hopes and involvement. Students should overcome from fear of failure, which is very common amongst students.

Motivation

Motivation is individual ability to pursue a goal with energy and determination, students passionate to pursue their goals with a score of 67.24 shows that the score is comparatively high amongst the all the aspects of Emotional Intelligence.

Empathy

Individual ability to understand and read others' emotions with Empathy score of 56.56, student's ability to deal with the emotion of a one's own

and others are above average which is shown in Table 2. Students lack the ability to understand the emotional clues of self and others.

Social Skills:

The interpersonal skills required to build and manage the relationship is above average with the score of 61.25, which shows that the students are social and they can build contacts and interact with others very well.

Objective 2: To determine the associations between various factors of EI.

Hypothesis:

H0: There is no association among the components of Emotional Intelligence

Ha: There is association among the components of Emotional Intelligence.

Table 3: Correlation

		Self Awareness	Social Skills	Empathy	Motivation	Internality	Self Mgmt
Self Awareness	Pearson Correlation	1	.335**	.156	.476**	.214*	.425**
	Sig. (2-tailed)		.001	.121	.000	.032	.000
	N	100	100	100	100	100	100
Social Skills	Pearson Correlation	.335**	1	.167	.554**	.506**	.446**
	Sig. (2-tailed)	.001		.097	.000	.000	.000
	N	100	100	100	100	100	100
Empathy	Pearson Correlation	.156	.167	1	.017	.053	.200*
	Sig. (2-tailed)	.121	.097		.869	.600	.465
	N	100	100	100	100	100	100
Motivation	Pearson Correlation	.476**	.554**	.017	1	.624**	.585**
	Sig. (2-tailed)	.000	.000	.869		.000	.000
	N	100	100	100	100	100	100
Internality	Pearson Correlation	.214*	.506**	.053	.624**	1	.220*
	Sig. (2-tailed)	.032	.000	.600	.000		.028
	N	100	100	100	100	100	100
Self Mgmt	Pearson Correlation	.425**	.446**	.200*	.585**	.220*	1
	Sig. (2-tailed)	.000	.000	.465	.000	.028	
	N	100	100	100	100	100	100

Analysis:

The association between the various components of Emotional Intelligence is assessed using the statistical test like correlation which is shown in Table 3, the relationship between self-awareness, social skills, empathy, motivation, internality, and self-management are shown in the above table.

Self-awareness is having a significant and positive relationship with social skills, motivation, internality and self-management with the significant level of 5% (0.05). Interestingly the relationship between self-awareness and empathy is insignificant. This means students who possess self-awareness do not necessarily show empathy towards others. The empathy and other components are having

an insignificant association with significant level more than 0.05. This shows that the students who acquire the Self-awareness, social skills, motivation, internality, and self-management, not necessarily show the empathy for others.

Objective 3: To Investigates the relationship between Emotional Intelligence (EI) and GPA score (Grade in Table 1)

Hypothesis:

H0: The Emotional Intelligence level does not vary with GPA Score

Ha: The Emotional Intelligence Level vary with GPA Score

Table 4: Descriptive

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
80-89	14	62.1223	11.92102	3.18603	55.2393	69.0053	38.22	78.11
70-79	35	61.0480	10.03080	1.69551	56.6023	63.4937	46.56	78.54
60-69	31	60.5358	10.65349	1.91342	58.6280	66.4435	46.56	80.62
50-59	20	57.1637	8.82252	1.97278	53.0347	61.2928	38.22	75.06
Total	100	60.5328	10.32169	1.03217	58.4847	62.5808	38.22	80.62

The academic success is measured based on GPA, the result shows that the Emotional Intelligence varies with GPA percentage exhibited in Table 4, Result shows that the students who are academically successful had significantly higher emotional Intelligence level with the Mean value of 60.53, 61.048 and 62.122.

Table 5: ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	394.972	3	131.657	1.245	.030
Within Groups	10152.225	96	105.752		
Total	10547.197	99			

The Results show that the emotional Intelligence and GPA are related and It varies with GPA score. These findings suggest that emotional intelligence plays a significant role in the determining the academic success.

Managerial Implications of the Study

Emotional Intelligence plays a very important role in student's life, where the students who are academically successful had significantly higher emotional Intelligence level. The empathy needs to be improved which has a Score of 56.56 which is less compared to other components of Emotional Intelligence. Motivation component of EI has the highest score amongst all the components of EI (Motivation = 67.24). The associations amongst EI components are assessed using correlation; interestingly Empathy is having an insignificant association with other components of Emotional Intelligence. The result shows that the EI varies with GPA percentage. Higher the EI, higher will be GPA percentage.

The additional research needs are conducted in order to assess the various factors that lead to a successful predictor of EI. The pre and post-test analysis with respect to training in the field of EI need to be conducted to identify the effectiveness of Training in the business schools. The company needs to conduct the EI test before making the hiring decision in order to determine the best suitable candidate for Job.

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