

MANAGING EMOTIONAL INTELLIGENCE AMONG THE STUDENTS IN MANAGEMENT STUDIES

Dr. M.MAHADEVAN

Assistant Professor, Department of Management Studies, SRM Institute of Science and Technology (Deemed to be University), Tiruchirappalli Campus.

Dr. M.SURESH

Assistant Professor, Department of Management Studies, SRM Institute of Science and Technology (Deemed to be University), Tiruchirappalli Campus.

Dr. A.RAJESH

Associate Professor, School of Business and Economics, Kebri Dehar University, Kebri Dehar Ethiopia.

Abstract

Emotional intelligence is our ability to recognize emotions in ourselves and others, to understand their effects, and to use that knowledge to guide our thoughts and behaviours. An emotionally intelligent people tend to get along better with others and be more empathetic and compassionate, they are likely to be more successful compared to their counterparts. A person needs to understand emotions convey information. To the extent that it is under voluntary control, a person may want to remain open to emotional signals so long as they are not too painful, and block out those that are overwhelming. In between, within the person's emotional comfort zone, it becomes possible to regulate and manage one's own and others' emotions so as to promote one's own and others' personal and social goals. The means and methods for emotional self-regulation has become a topic of increasing research in this decade. Hence, the present research study.

1. INTRODUCTION

The term Emotional Intelligence is only a few years old. It originally developed during the 1970s and 1980s by the work and writings of psychologists Howard Gardner, Peter Salovey and John Mayer. Emotional Intelligence first appeared in 1985 in a doctoral dissertation by Wayne Leon Payne, which he entitled "A Study of Emotion: Developing Emotional Intelligence." Emotional Intelligence as the capacity to reason about emotions, and of emotions to enhance thinking. It includes the abilities to accurately 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 (Mayer, Salovey & Caruso, 2004, p. 197).

Emotional intelligence development is required to stay competitive in today's advanced world. EQ helps to manage stress, improve relations, overcome challenges etc. In today's time, where more preference is given to the Intelligence Quotient (IQ), research has proved that Emotional Intelligence (EQ) stands right alongside IQ and plays an equally crucial role in creating well-rounded and accomplished individuals.

According to Goleman (1995) career counsellors should first understand what EI is before they can assist students to acquire EI skills. Generally, he viewed general EI skills as being able to

motivate one, being persistent in facing obstacles and achieving goals, controlling impulses and moods. The thinking here is that career counsellors can assist college students to succeed in their transition from college to work.

Emotional intelligence refers to a person's ability to perceive, identify, understand, and successfully manage emotions in self and others. Being emotionally intelligent means being able to effectively manage ourselves and our relationships.

Here are four key attributes that constitute emotional intelligence,

1. Self-Awareness;
2. Self-Management;
3. Social awareness; and
4. Relationship management.

Each can help a leader face any crisis with lower levels of stress, less emotional reactivity and fewer unintended consequences in business organisation. We are well aware of the importance of EQ in leadership but just like employees, even students can get a lot of benefits with the help of emotional intelligence.

A student with high EQ can communicate better, lessen their anxiety and stress, resolve conflicts, improve relationships, empathize with others, and overcome life's challenges. Students with higher levels of emotional intelligence can check on their emotions better and be empathetic to others around them.

On the other hand, students who lack emotional intelligence can become less connected to the school/college and therefore feel deserted or isolated leading to a negative impact on their performance in the classroom. This is a feature of growth that can become even more difficult in a world where all our attention is focused on academic excellence. It is rightly said that "IQ gets you a job, but EQ gives you success". More and more research these days' focuses on how emotions affect learning. In fact, research conducted on medical students in Iran found that students with higher emotional intelligence showed better academic performance.

There are numerous benefits of EQ to students. Some of them are listed below:

- **Managing Emotions:** Students can face the toughest circumstances with emotional intelligence by adjusting to people of different natures and temperaments. And most importantly they can control their emotions and make practical decisions.
- **Better Communication:** Emotional intelligence helps students to express their views and opinions more effectively without being dominated by their emotions.
- **Build new relations:** Students with good emotional intelligence can easily blend with new people and build strong relationships by exchanging thoughts with each other.
- **Stress reduction:** Students who can manage their emotions effectively are less prone to emotional breakdowns, stress, and anxiety.

2. SCOPE OF THE STUDY

The scope of the study is to increase the student's emotional intelligence and to help in future why some students are outstanding performers while others are not. Emotional Intelligence calls for recognizing and understanding of the issues in the management of it on the basis of the results mentors can choose a strategy and actions to improve the performance of their students.

3. OBJECTIVE OF THE STUDY

The following are 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. REVIEW OF LITERATURE

Desti Kannaiah and R. Shanthi (2015) in their research work on “a study on emotional intelligence at work place” reveals that both emotional intelligence and work life balance together create organizational success and develop competitive advantage for organizations. Understanding the potential and the talent that the employees and ensure the difference that employees bring to the work place and value them to make it a part of the organizational success.

Refa Akter et al. (2020) in their research article on “relationship between emotional intelligence of managers and job attitudes of employees: a study on the working MBA students in Chottogram city” shows that emotionally intelligent managers can predict the feelings of the employees and are able to turn employees “negative, adverse or unfavourable thoughts and emotions into productive and favourable. It also creates employees” inner positive feelings toward their jobs with higher satisfaction in the workplace.

B.Radha et al. (2018) in their research study on “a study on emotional intelligence among management students” find that there is significant difference in Emotional intelligence between female and male students. In the table 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.

5. RESEARCH METHODOLOGY

The study is descriptive in nature. Sample unit is Management students from colleges. The random sampling method was used to collect data from 125 students. The study consist of both primary data is collected by administering the questionnaire to measure the emotional intelligence level of students constructed by Goelman was used and secondary data is collected from published research papers. Statistical tests conducted are descriptive statistics using SPSS.

6. RESULTS AND DISCUSSION

Table 6.1 shows the distribution of the respondents by opinion on Emotional Intelligence scale it consists of 33 statements with 5-point scale. There are four emotional intelligence sub scales namely, social awareness that are statement numbers such as 5,9,15,18,19,22,25,29,32, and 33 here 5 and 33 responses score are reverse in nature, self-management that are statement numbers are 2,3,10,12,14,21,23,28, and 31, relationship management that are statement numbers such as 1,4,11,13,16,24,26, and 30, and self-awareness that are statement numbers such as 6,7,8,17,20, and 27 here 8 response score is reverse in nature and these are out of five.

Table 6.1: Distribution of the Respondents by Opinion on Emotional Intelligence Scale

Sl. No.	STATEMENTS	5 = Strongly Agree	4 = Somewhat Agree	3 = Neutral	2 = Somewhat Disagree	1 = Strongly Disagree
1	I know when to speak about my personal problems to others.	82 (65.6)	12 (09.6)	08 (06.4)	13 (10.4)	10 (08.0)
2	When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.	25 (20)	56 (44.8)	44 (35.2)		
3	I expect that I will do well on most things I try.	33 (26.4)	49 (39.2)	30 (24)	13 (10.4)	
4	Other people find it easy to confide in me.	23 (18.4)	46 (36.8)	35 (28)	21 (16.8)	
5	I find it hard to understand the non-verbal messages of other people.	15 (12)	12 (9.6)	43 (34.4)	34 (27.2)	21 (16.8)
6	Some of the major events of my life have led me to re-evaluate what is important and not important.	56 (44.8)	21 (16.8)	36 (28.8)	12 (9.6)	
7	When my mood changes, I see new possibilities.	48 (38.4)	34 (27.2)	17 (13.6)	16 (12.8)	10 (8)
8	Emotions are one of the things that make my life worth living.	41 (32.8)	34 (27.2)	32 (25.6)	18 (14.4)	
9	I am aware of my emotions as I experience them.	40 (32)	32 (25.6)	42 (33.6)	3 (2.4)	8 (6.4)
10	I expect good things to happen.	33 (26.4)	60 (48)	21 (16.8)	11 (8.8)	
11	I like to share my emotions with others.	15 (12)	12 (9.6)	59 (47.2)	18 (14.4)	21 (16.8)
12	When I experience a positive emotion, I know how to make it last.	41 (32.8)	33 (26.4)	35 (28)	16 (12.8)	
13	I arrange events others enjoy.	39 (31.2)	42 (33.6)	20 (16)	11 (8.8)	13 (10.4)
14	I seek out activities that make me happy.	46 (36.8)	40 (32)	27 (21.6)	4 (3.2)	8 (6.4)
15	I am aware of the non-verbal messages I send to others.	20 (16)	54 (43.2)	38 (30.4)	13 (10.4)	
16	I present myself in a way that makes a good impression on others.	33 (26.4)	62 (49.6)	18 (14.4)	12 (9.6)	
17	When I am in a positive mood, solving problems is easy for me.	46 (36.8)	55 (44)	11 (8.8)	4 (3.2)	9 (7.2)
18	By looking at their facial expression, I recognize the emotions people are experiencing.	41 (32.8)	49 (39.2)	20 (16)	4 (3.2)	11 (8.8)

19	I know why my emotions change.	33 (26.4)	20 (16)	47 (37.6)	17 (13.6)	8 (6.4)
20	When I am in a positive mood, I am able to come up with new ideas.	58 (46.4)	42 (33.6)	25 (20)		
21	I have control over my emotions.	20 (16)	48 (38.4)	42 (33.6)	10 (8)	5 (4)
22	I easily recognize my emotions as I experience them.	38 (30.4)	56 (44.8)	31 (24.8)		
23	I motivate myself by imagining a good outcome to tasks I take on.	32 (25.6)	48 (38.4)	28 (22.4)	6 (4.8)	11 (8.8)
24	I compliment others when they have done something well.	41 (32.8)	48 (38.4)	20 (16)	8 (6.4)	8 (6.4)
25	I am aware of the non-verbal messages other people send.	11 (8.8)	57 (45.6)	42 (33.6)	10 (8)	5 (4)
26	When another person tells me about an important event in his or her life, I almost feel as though I experienced this event myself.	41 (32.8)	25 (20)	42 (33.6)	7 (5.6)	10 (8)
27	When I feel a change in emotions, tend to come up with new ideas.	12 (9.6)	23 (18.4)	31 (24.8)	30 (24)	29 (23.2)
28	When I am faced with a challenge, I give up because I believe I will fail.	31 (24.8)	52 (41.6)	42 (33.6)		
29	I know what other people are feeling just by looking at them.	52 (41.6)	37 (29.6)	36 (28.8)		
30	I help other people feel better when they are down.	59 (47.2)	35 (28)	31 (24.8)		
31	I use good moods to help myself keep trying in the face of obstacles.	28 (22.4)	51 (40.8)	29 (23.2)	6 (4.8)	11 (8.8)
32	I can tell how people are feeling by listening to the tone of their voice.	42 (33.6)	39 (31.2)	20 (16)	12 (9.6)	12 (9.6)
33	It is difficult for me to understand why people feel the way they do.	14 (11.2)	24 (19.2)	26 (20.8)	40 (32)	21 (16.8)

Source: Primary data Note: Figures in the parenthesis represents percentage calculated.

Table 6.2: Distribution of the Respondents by the Personal Competence and Social Competence

Sl. No.	Emotional Intelligence Sub Scales	Mean	Std. Deviation	Sl. No.	Competence	Mean	Std. Deviation
1.	Social awareness	3.64	1.01	1.	Personal	3.61	1.00
2.	Self-awareness	3.44	1.09				
3.	Self-management	3.78	.93	2.	Social	3.68	1.03
4.	Relationship management	3.73	1.05				

Source: Calculated

Table 6.2 presents distribution of the respondents by the personal competence and the social competence. the calculated mean score for the social-awareness is 3.64 and the standard deviation is 1.01; for self-awareness it is 3.44 and standard deviation is 1.09; for self-management it is 3.78 and standard deviation is 3.78; for relationship management it is 3.73 and standard deviation is 1.05. Hence, among the emotional intelligence sub scales the self-

management is high it reveals that the management students know themselves and manage their emotions in better way.

The personal competence are self-awareness and self-management and the social competence are social awareness and relationship management. The self-awareness and social awareness are actually what I see in the society and the self-management and relationship or social management are what I do at society. The personal competence mean score is 3.61 and the standard deviation is 1.00; and the social competence mean score is 3.68 and the standard deviation is 1.03. Hence, it shows that the management students have social competence.

7. CONCLUSION

The students have higher level of Emotional Intelligence, understanding, managing and Empathy. Emotional Intelligence can be a game-changer to high performance and personal leadership. Moreover, neither all negative emotions can be bad for you nor all positive emotions from bad deeds can be good for you. In order to increase the level of Emotional Intelligence 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. Let's talk about our feelings and help each other, understand their emotions, be it positive or negative, every emotion needs to be addressed and managed.

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