



ISSN 2278 – 0211 (Online)

Relevance of Emotional Intelligence and Educational Background on Performance - An Empirical Study in the B-Schools in Pune

Lalit Prasad

Research Scholar, Dr. D. Y. Patil Institute of Mgt Studies, Pune, Maharashtra, India

Dr. Priyanka Mishra

Assistant Professor, Dr. D. Y. Patil Institute of Mgt Studies, Pune, Maharashtra, India

Deepti Mahato

MBA HR Student, Padmashree Dr. D. Y. Patil Institute of Mgt. Studies, Pune, Maharashtra, India

Abstract:

There has been an increase interest in 'emotional intelligence' within the Indian organization in the recent years. This increase has been attributed to the popularization of the construct of emotional intelligence in the research area. The promotion of emotional development in corporate organizations assumes that the ability to regulate emotions is a positive trait, which is associated with positive workplace performance. Various researches have already been done in the area of emotional intelligence in the context to different sectors. Educational background of a student plays an important role for the student pursuing management education. It is always a perception in the mind of the academia that engineering and science students do better in the MBA examination. Hence this study has been carried out to understand the relevance of educational background and emotional intelligence on results of students studying in B-schools of Pune.

The aim of the current study was to explore the relationship between emotional intelligence and educational background on the academic results of the students of B-Schools of Pune.

Keywords: Emotional intelligence, educational background, students, results, B-Schools.

1. Introduction

Emotional intelligence is the awareness of use of emotions and their utilization within the parameters of individual cognitive styles to cope with situations and problems.

Emotional intelligence is a relatively new subject of study, though its roots go back to the time of Darwin, who posited that emotional expression was essential for survival. But what do we mean when we talk about emotional intelligence? The fact is that there are numerous ways of defining emotional intelligence. But for now, let's say that it is the ability to be aware of your emotions and the emotions of others and then to use that knowledge to help manage the expression of emotions so that they foster success instead of causing roadblocks.

Those who have high levels of emotional intelligence, or EI for short, are able to understand the physical, mental, and social impact that negative emotions have on their bodies, minds, relationships, and ability to pursue and achieve goals. They then are able to moderate their own emotions so that their emotions support their activities and enhance their quality of life.

2. Review of Literature

2.1. Emotional Intelligence

Emotional Intelligence is a way of recognizing, understanding, and choosing how we think, feel, and act. It shapes our interactions with others and our understanding of ourselves. It defines how and what we learn; it allows us to set priorities; it determines the majority of our daily actions. Emotional Intelligence is defined as a study which looks for human cognitive abilities beyond traditional academic intelligence. Based on the Mandell and Phewanti ability model emotional intelligence [11] is defined as a set of abilities that involves perceiving and reasoning abstractly with information that emerges from feeling's. Emotional intelligence develops innovational creativity in individuals and as a result it helps in the improvement of one's performance. So far as the management of social behavior involves the management of emotions [8] EI has the potential to be a strong predictor of performance. Linking EI with education background can provide tremendous affect in performance of students.

Being able to motivate yourself to get jobs done, be creative and perform at your peak; and Sensing what others are feeling, and handling relationships effectively. Martinez [14] describes emotional intelligence as being "an array of non-cognitive skills, capabilities and competencies that influence a person's ability to cope with environmental demands and pressures". What this is suggesting is that emotional intelligence, unlike some other traditional concepts of intelligence, is not believed to be solely cognitive, but rather encompasses skills that assist one in coping with day-to-day living in the world. According to Goleman [5], this does not however mean that we must disregard traditional ideas of intelligence, as these are also relevant to the individual's daily living skills and work performance. According to Mayer, Salovey and Caruso [13] emotional intelligence includes "the ability to perceive, appraise and express emotion accurately and adaptively; the ability to understand emotion and emotional knowledge; the ability to access and generate feelings where they facilitate cognitive activities and adaptive action; and the ability to regulate emotions in one and others". What this in effect means is that the "emotionally intelligent" person is one who is able to process emotion-laden information and then to use this information in cognitive tasks and other required behaviors [15]. Goleman outlines five competencies that are associated with emotional intelligence: self-awareness; self-regulation; self-motivation; social awareness (empathy); and social skills (relationship management) [6]. Goleman suggests that these five components of emotional intelligence can have a great impact on the individual's perception and reaction to organizational events [5]. For this present study four competencies; self-awareness; social awareness; relationship management; and self management has been taken. Goleman, defines the self-awareness as: "knowing one's internal states, preferences, resources, and intuitions"[5]. Emotional management or self-regulation is the second of Goleman's core competencies, and this enables the individual to manage his own internal states, impulses and controls. Self-regulation also involves self-monitoring, which allows the individual to adjust his behaviour according to external, situational factors. The element of self-regulation includes aspects such as trustworthiness; self-control; conscientiousness; adaptability and innovation [5]. The fourth competency outlined in his work on emotional intelligence is that of social awareness or empathy, which an awareness of other people's feelings is. Lastly, social skills are outlined with regard to emotional intelligence. This skill involves adeptness at handling interpersonal relationships. Goleman believes that social skills involve influencing tactics; effective communication; conflict management skills; leadership abilities; change management skills; instrumental relationship management; collaboration and co-operation abilities; and effective team membership capabilities [7]. Emotional intelligence does not only entail being aware of one's own emotions, but all using these emotions in functional ways. First, emotions can be useful in terms of directing attention to pressing concerns and signaling what should be the focus of attention [2],[4]. Second, emotions can be used in choosing among options and making decisions; being able to anticipate how one would feel if certain events took place can help decision makers choose among multiple options [1]. Third, emotions can be used to facilitate certain kinds of cognitive processes. As mentioned earlier, positive moods can facilitate creativity, integrative thinking, and inductive reasoning, and negative moods can facilitate attention to detail, detection of errors and problems, and careful information processing [10]; [17]. Finally, shifts in emotions can lead to more flexible planning, the generation of multiple alternatives, and a broadened perspective on problems [16].

2.2. Management Education and B-school

In this era there is variety of courses coming out. Students have the choice of selecting in which field they want to go. The new courses are really helping them to adopt with the latest trends and technologies. Students from different education background come for MBA and they face lots of problems. They have the domain knowledge and they are good at that but when it comes to performance they lack somewhere. Students coming from different background have different knowledge. MBA is a multi disciplinary course hence there is a requirement of students from all discipline and educational background.

For example, there is a B.Com student pursuing MBA now, can score good marks and perform very well if he takes Finance as specialization, but if he is going to pursue his management in IT, he may lack a sense of connectivity to the subject, and thus may not perform well. The same situation can be seen in the other way round. In contradiction to the above statement, there are people from different backgrounds who are performing exceptionally well despite being under-graduate, a college-dropout, or being a master of one profession, and performing in other.

According to research, the top B schools in India encourage students from different educational background to pursue MBA. But they focus on the past performance of the students and their score in the MBA entrance examination as a benchmark to pursue MBA education and concurrently, performance in the semesters for better employment opportunities.

As per Economics Times (Sep 10, 2013), the country's premier Indian Institutes of Management (IIMs) still have a student ratio heavily skewed in favour of engineers. This year, the IIMs at Ahmedabad, Bangalore, Calcutta, Lucknow, Indore and Kozhikode had 83 per cent to 95 per cent engineers in the Class of 2015. At their top-ranked global counterparts like Harvard and Wharton, engineers comprise, at most, 36 per cent of the class.

Of all the students admitted in the 2013-15 batch at IIMs Bangalore and Ahmedabad, engineers make up 91.09 per cent, 91 per cent and 95 per cent-plus respectively. The IIMs at Calcutta, Lucknow, Indore, and Kozhikode have done slightly better with 89 per cent, 83.19 per cent, 89 per cent and 85 per cent engineers respectively [18].

The best global B-schools have a far more diverse mix. According to the IESE Business School website, just 36 per cent of the batch has engineering as an undergraduate major. At Wharton Business School, 25 per cent of the Class of 2015 has a STEM (science, technology, engineering, math BSE -0.04 %) educational background, and at the Harvard Business School, the corresponding percentage is 39 per cent of the 366-strong batch [18].

2.3. Model of the Study

On the basis of above literature a model is formulated and it is tested with the appropriate statistical test.

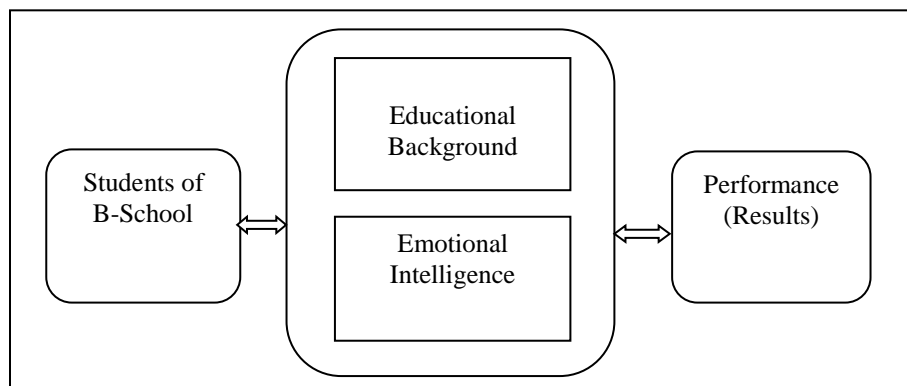


Figure 1

2.4. Objectives

- To study the role and importance of educational background among the students of B-Schools in Pune.
- To study the impact of educational background on performance (results) of the students.
- To study the impact of EI among the students of B-schools of Pune and its impact on performance (Results).

2.5. Hypothesis

- There is no significant relationship between the emotional intelligence and the results (performance) of the students.
- There is no significant relationship between the educational background and the performance (results) of the students.

3. Research Methodology

Research is a systematic and continuous method of defining a problem, collecting the facts and analyzing them reaching to the conclusion and forming generalizations.

The following steps are adopted for the research process:

3.1. Research Design

The research design for this study is a descriptive research design.

3.2. Sampling Design

The sample design adopted in this study is non-probability quota sampling. The quota of the students was taken from the prominent B-schools of Pune, which are affiliated to the Savitibai Phule Pune University. The sample size of the research study was 185.

3.3. Data Collection

The primary and secondary data were collected in the following manner.

3.3.1. Primary Data

The primary data was collected by using Emotional Intelligence questionnaire from www.queendom.com. The questionnaire consisted of 146 questions to find out the emotional Intelligence level of the respondents. On filling up the questionnaire, the site gives the emotional quotient and characteristics of the individual in the emotional perspective of the respondents. Students from different B Schools of Pune had filled up the questionnaire.

3.3.2. Secondary data

The secondary data for the study was collected through, websites, Magazines, newspapers etc.

4. Results and Findings

Data has been analyzed by using SPSS 22.0

4.1. Explanation of Pearson's Chi-Square

4.1.1. Emotional Intelligence and Performance (Results)

Chi-square	Value	DF	Significance
Pearson	19.133	10	0.039

Table 1

4.1.2. Explanation of Contingency Coefficient and Lambda

Contingency coefficient: Emotional Intelligence and Results

Statistic	Value	Approximate Significance
Contingency Coefficient	0.433	0.039

Table 2

4.1.3. Lambda: Emotional Intelligence and Results

Statistic	Value	Asymp. Std. Error	Approx. T	Approx. Sig.
Symmetric	0.196	0.076	2.405	0.016
Dependent Variable(Result or Performance)	0.310	0.091	2.985	0.003

Table 3

4.2. Explanation of Pearson's Chi-Square

4.2.1. Educational Background and Performance (Results)

Chi-square	Value	DF	Significance
Pearson	17.329	16	0.365

Table 4

4.2.2. Contingency coefficient: Educational Background and Results

Statistic	Value	Approximate Significance
Contingency Coefficient	0.416	0.365

Table 5

4.2.3. Lambda: Educational Background and Results

Statistic	Value	Asymp. Std. Error	Approx. T	Approx. Sig.
Symmetric	0.099	0.078	1.224	0.221
Dependent Variable(Results or Performance)	0.190	0.100	1.736	0.083

Table 6

5. Discussion

The Chi-square test revealed the significant association between the emotional intelligence of the students and their performance in terms of percentage of marks obtained in the MBA examinations. From the Chi-Square test output table It can be seen that a significance level of 0.039 (Pearson's) has been achieved. This means the Chi-square test is showing a significant association between the emotional intelligence and performance at 96.1% confidence level (100-3.9). Thus it can be concluded that at 95% percent confidence level, EMOTIONAL INTELLIGENCE OF STUDENTS OF MBA and THEIR PERFORMANCE IN TERMS OF PERCENTAGE OF MARKS OBTAINED are associated significantly with each other. From the obtained contingency coefficient (C) of 0.433, it can be inferred that there is a moderate association between EI and Performance of the students. Also from the lambda asymmetric value of 0.31, it can be concluded that there is a moderate level of association between the above two variables. This lambda value tells us that there is a 31% reduction in predicting the performance of a student when his/her emotional intelligence is known.

On the other hand Chi-square test revealed that there is no association between the educational background of the students and their performance in terms of percentage of marks obtained in the MBA examinations. From the Chi-square output table, it can be seen that a significance level of 0.365 (Pearson's) has been achieved. This shows that there is no significant association between the EDUCATIONAL BACKGROUND OF STUDENTS OF MBA and THEIR PERFORMANCE IN TERMS OF PERCENTAGE OF MARKS OBTAINED at 95% confidence level as the significance value is 0.365, which is greater than 0.05.

6. Conclusion and Future Direction of Research

This research concludes that there is a positive association between the emotional intelligence and percentage of marks obtained in the MBA examinations by the students. Whereas there is no relationship between the educational background and the percentage of marks obtained in the MBA examinations by the students. The future research can be done on the marks obtained by the students and their performance in the corporate world.

7. References

- i. Damasio, A.R. *Descartes' error*. New York: G.P. Putnam's Sons, 1994.
- ii. Frigda, N.H. ,The laws of emotion, *American Psychologist*, 43, 349–58, 1988
- iii. Frijda, N. H., *The emotions*. Cambridge, England: Cambridge University Press, 1986
- iv. George, J.M. & Brief, A.P. Motivational agendas in the workplace: The effects of feelings on focus of attention and work motivation. In B.M. Staw and L.L. Cummings (Eds), *Research in organizational behavior*, Vol. 18. Greenwich, CT: JAI Press, pp. 75–109, 1996.
- v. Goleman, D., *Emotional Intelligence: Why It matters More IQ*, New York: Bantam Books, 1995.
- vi. Goleman, D., *Emotional Intelligence*, In Sadock, B and Sadock, V. (ed), *Comprehensive textbook of psychiatry*, seventh edition, Philadelphia, 2000.
- vii. Goleman, D, *Working with Emotional Intelligence*, New York: Bantam Books, 1998.
- viii. Hochschild, A. R., *The managed heart: Commercialization of human feeling*. Berkeley: University of California Press, 1983.
- ix. Isen, A.M., Daubman, K.A. & Nowicki, G.P. Positive affect facilitates creative problem solving. *Journal of Personality and Social Psychology*, 52, 1122–31, 1987.
- x. Isen, A.M., Johnson, M.M.S., Mertz, E. & Robinson, G.F. The influence of positive effect on the unusualness of word associations. *Journal of Personality and Social Psychology*, 48, 1413–26, 1985.
- xi. Mandell, B., & Pherwani, S., Relationship between emotional intelligence and transformational leadership style: A gender comparison, *Journal of Business and Psychology*, 17(3), 387-404, 2003.
- xii. Mayer, J. D., Salovey, P., & Caruso, D. R., Models of emotional intelligence. In R.Sternberg (Ed.), *Handbook of intelligence*. Cambridge, UK: Cambridge University Press, 2000a
- xiii. Mayer, J. D., Salovey, P., & Caruso, D. R., Selecting a measure of emotional intelligence: the case for ability scales. In R. Bar-On, & J. D. A. Parker (Eds.), *The handbook of emotional intelligence* (320-342). San Francisco, CA, 2000b
- xiv. Martinez, M.N., The Smarts that count, *Human Resource Magazine*, avaol.42, pp.72-78, 1997.
- xv. Palmer PN & Jansen CA., *Emotional Intelligence as an Important Attribute of Transformational Leadership*. Paper Presented at the Southern African Institute of Management Scientist Annual Conference, 17-29 September 2004, Cape Town, 2004.
- xvi. Salovey, P and Mayer, J D, "Emotional Intelligence, "Imagination, Cognition, and Personality, 9(3), 185-211, 1990.
- xvii. Sinclair, R.C. & Mark, M.M. The influence of mood state on judgement andaction: Effects on persuasion, categorization, social justice, person perception, and judgmental accuracy. In L.L. Martin and A. Tesser (Eds), *The construction of social judgments*. Hillsdale, NJ: Erlbaum, pp. 165–93, 1992.
- xviii. Sreeradha D Basu & Devina Sengupta, ET Bureau, *Economics Times*, Sep 10, 2013, 02.58AM IST.