

IMPACT OF EMOTIONAL INTELLIGENCE ON ENTREPRENEURIAL SKILLS AMONG ENGINEERING STUDENTS

Dr.M.Palanivel Rajan

Assistant Professor, Department of Management Studies, Madurai Kamaraj Universit, Madurai

Abstract

The role of the small firms in economic growth is widely recognized. They significantly contribute to the local economy through the creation of new jobs. In developing countries like India policy disclosure centers on the issue of how to support the creation of new firms which are spin offs from the university or the research center. Characteristics of successful entrepreneurs are not so different from those of successful engineers. Emotional Intelligence, creativity, risk management, tolerance of uncertainty and persistence in achieving an inner directing goal are associated with entrepreneurship, but they are characteristics of anyone like engineers, who brings about innovation. Hence, the present study has made an attempt to measure the impact of various dimensions of the emotional intelligence on entrepreneurial skills among the final year engineering students.

Introduction

India is the fourth largest economy and one of the most exciting emerging markets in the world. 'Economics of Knowledge' would be the greatest Indian strength, which if exploited properly, could make India into one of the world's three biggest economies by 2050. India has the second largest population in the world and its human capital is the most critical input in creation and exploitation of entrepreneurial opportunities. Its high quality technical institutions across the country have been producing huge number of engineers, scientists, managers and skilled personnel with competitive edge in the global markets. The critical input that would play a pivotal role in taking Indian Economy to still greater heights in the global markets would be the entrepreneurial mindset of its human resources. One of the major contributory factors in the accelerated growth of Indian economy has been the emergence of new generation entrepreneurs who gave fresh energies and created a new confidence and feeling of "we can do it". It is a well-known fact that our education system, which is supposed to improve the life of human beings, has failed in its primary aim of meeting aspirations of individuals, requirements of society and needs and challenges of a growing economy. The basic reason behind this failure is inability to equip our youths for gainful employment after completion of long and costly courses of study. This lacunae calls for a link between entrepreneurial skills development and education. Apart from the few elite institutes, engineering education in India is often outdated and irrelevant. Most engineering graduates do not possess the skills needed to compete in the economy, and industries have been facing a consistent skills deficit. In this situation, innovative means of

raising standards and promoting excellence in engineering education should be adopted in such a way to develop entrepreneurial skills of students and prepare them for their future. Therefore, more engineering students need to become entrepreneurs or adopt entrepreneurial attitude in order to transform their ideas into marketable products. Educating young people to embrace entrepreneurial traits and behaviours will enable them to prepare for productive careers as leaders in the engineering profession.

Review of Literature

Kirkwood (2007) indicated the potential influence of role models in the way emotional intelligence has an effect on entrepreneurial orientation. It seems that entrepreneurial role model may channel emotional self-efficiency mainly towards pro active behaviour. Emotional intelligence is knowing what your feelings are, and being able to handle those feelings without having them swamp you and being able to motivate yourself to get jobs done Singh (2003). Emotional intelligence is a type of emotions in oneself and others, appropriate expression of emotion and adaptive regulation of emotion in such a way as to enhance living (Salorey and Mayer, 1990). Itishree (2010) measured emotional intelligence with the help of five competencies namely instinct and affinity, social skills, self-assessment, self-managing and self-achievement. Stephen (2008) and Daniel Goleman (1995) used emotional energy, triggering events and emotional intensity to measure emotional intelligence. In the present study, the emotional intelligence has been measured with the help of five important factors namely self awareness (Segal, 1997), self regulation (Bradberry and Greaves, 2003), Self motivation (Vasumathy and Joseph, 2008), Social awareness (Biswas and Dutta, 2010) and social skills (Sternberg, 1997).

Objective

To examine the impact of emotional intelligence on entrepreneurial skill among final year engineering students in Madurai district.

Methodology

The applied research design of the present study is purely descriptive in nature because of the following reasons namely it has its own confined objectives and also predetermined methodology. It is portraying the profile of Students, various factors leading to emotional intelligence, impact of emotional intelligence on the various entrepreneurial skills among the students. The questionnaire has been sent to 700 final year engineering students in Madurai district. The response rate on the questionnaire among the final year engineering students is only 81 per cent. Hence, these 569 Students had been taken as a sample for the present study. The present study is completely based on the primary data. The secondary data collected from the books, journals and magazines were used to write

the conceptual framework of the study and also the review of literature. The primary data are collected with the help of structured questionnaire. The questionnaire had been prepared on the basis of the objectives of the study. The questionnaire includes various dimensions of emotional intelligence and entrepreneurial skills namely social skills, self-regulation, social awareness, self-motivation and self-awareness among the final year engineering students.

Analysis

Impact of Emotional Intelligence on the Entrepreneurial behaviour among the Students

The possession of emotional intelligence (EI) among the students may have its own influence on the entrepreneurial behaviour among them. It is essential to examine the relative importance of the various components of the EI on the entrepreneurial behaviour among the students for some policy implications. The multiple regression analysis has been applied to examine it. The fitted regression model is:

$$Y = a + b_1X_1 + \dots + b_5X_5 + e$$

Whereas

Y	=	Score on entrepreneurial behaviour among the students
X ₁	=	Score on social skills among the students
X ₂	=	Score on Self regulation among the students
X ₃	=	Score on social awareness among the students
X ₄	=	Score on self motivation among the students
X ₅	=	Score on self awareness among the students
b ₁ , ... b ₅	=	Regression co-efficient of independent variables
a	=	Intercept and
e	=	Error term

The impact of the EI has been analyzed among the male and female students and also for the pooled data separately. The results are presented in table.

TABLE 1: Impact of Emotional Intelligence on Entrepreneurial Behaviour

Sl. No.	Emotional intelligence	Regression co-efficient among		
		Male	Female	Pooled
1.	Social skills	0.0865	0.2176*	0.1517*
2.	Self regulation	0.1917*	0.0911	0.0886
3.	Social awareness	0.2441*	0.1562*	0.1739*
4.	Self motivation	0.2665*	0.1144	0.1802*
5.	Self awareness	0.0911	0.0845	0.0731
	Constant	0.9733	0.5646	0.7939
	R ²	0.8217	0.7124	0.8664
	F Statistics	9.0918*	8.2446*	10.6884*

* Significant at five per cent level.

The significantly and positively influencing components of the EI on the entrepreneurial behaviour among the male students are self regulation, social awareness and self motivation since their respective regression co-efficients are significant at five per cent level. A unit increase in the above said components of the EI result is an increase in the entrepreneurial behaviour among the male students by 0.1917, 0.2441 and 0.2665 units respectively. The changes in the components of the EI explain the changes in entrepreneurial behaviour to the extent of 82.17 per cent since its R^2 is 0.8217. The significantly influencing components of the EI on the entrepreneurial behaviour among the female students are social skills and social awareness since its regression co-efficients are significant at five per cent level. A unit increase in the above said two components of the EI result in an increase in the entrepreneurial behaviour among the female students by 0.2176 and 0.1562 units respectively. The changes in the components of the EI explain the changes in entrepreneurial behaviour to the extent of 71.24 per cent since its R^2 is 0.7124. The analysis of pooled data reveals the importance of social skills, social awareness and self motivation on their entrepreneurial behaviour. The changes in the components of the EI explain the changes in entrepreneurial behaviour to the extent of 86.64 per cent.

Impact of Emotional Intelligence on Entrepreneurial Intention

The entrepreneurial intention may be generated or motivated by the emotional intelligence of the students. It is important to identify the relative importance of emotional intelligence on entrepreneurial intention among the students for some policy implications. The multiple regression analysis has been administered to analyze the impact. The fitted regression model is

$$Y = a + b_1x_1 + \dots + b_5x_5 + e$$

Whereas

Y	=	Score on entrepreneurial intention among the students
X ₁	=	Score on social skills among the students
X ₂	=	Score on Self regulation among the students
X ₃	=	Score on social awareness among the students
X ₄	=	Score on self motivation among the students
X ₅	=	Score on self awareness among the students
b ₁ , ... b ₅	=	regression co-efficient of independent variables
a	=	intercept and
e	=	error term

The impact of components of the EI on the entrepreneurial intention has been examined among the male, female students and also for the pooled data separately.

Table 2: Impact of Emotional Intelligence on Entrepreneurial Intention

Sl. No.	Emotional Intelligence	Regression co-efficient among		
		Male	Female	Pooled
1.	Social skills	0.0646	0.0911	0.0732
2.	Self regulation	0.1021	-0.0447	0.0336
3.	Social awareness	0.0962	0.0518	0.0673
4.	Self motivation	0.1447*	0.1209*	0.1391*
5.	Self awareness	0.2021*	0.0969	0.1534*
	Constant	0.5334	0.4172	0.4931
	R ²	0.7669	0.7036	0.7892
	F Statistics	8.2441*	7.5441*	8.4089*

* Significant at five per cent level.

The significantly and positively influencing components of the EI on the entrepreneurial intention among the male students are their self motivation and self awareness since their respective regression co-efficient are significant at five per cent level. A unit increase in the above said components of the EI results in an increase in entrepreneurial intention by 0.1447 and 0.2021 units respectively. Among the female students, a unit increase in the self motivation results in an increase in entrepreneurial intention by 0.1209 units. The changes in the components of the EI explain the changes in the entrepreneurial intention among the male students to a higher extent compared to that of the female students.

Conclusion

The entrepreneurial skills among the engineering students are moderate but these skills are not properly capitalized with their entrepreneurial behaviour and intention. The important factors influencing the entrepreneurial skills, behaviour and intention among the students are their psychological factors, entrepreneurial resourcefulness, entrepreneurial environment and emotional intelligence. The most important variable in the above said four factors are risk taking ability, cognitive competencies, entrepreneurial environment and self motivation. In order to promote the entrepreneurship among the students, they expect some important aspects from their curriculum. These are practical knowledge, competency development and engineering enterprise programme. The level of entrepreneurial skills, behaviour and intention among the male students is higher among the female students but the level is far behind among the female students. If the higher education authorities especially the authority in technical education take some appropriate measures to enrich the entrepreneurship especially the development of competency, soft

skills, practical knowledge and emotional intelligence, they can generate so many job providers in India which is highly essential for our economic development.

References

1. Kirkwood, J (2007), “Igniting the Entrepreneurial Spirit is the Role Parents Play Gendered?” International Journal of Entrepreneurial Behaviour and Research, 13(1), pp. 39-59.
2. Dalip Singh (2003), Emotional Intelligence, Response Books, New Delhi.
3. Salorey, P and Mayer, J.D (1990), “Emotional Intelligence, Imagination, Cognition and Personality”, pp.185-211.
4. ItishreeMohanty (2010), “Emotional Intelligence for Organizational Success”, HRM Review, 10(10), October, pp.22-26.
5. Stephen P. Robbins, (2008), Organizational Behaviour, Prentice Hall of India, New Delhi.
6. Daniel Goleman (1995), Emotional Intelligence, Barban Books, New York.
7. Segal, J.S (1997), Raising Your Emotional Intelligence: A Practical Guide, Henry Holt and company.
8. Bradberry, T and Greaves, J (2003), The Emotional Intelligence, Quick Book, Fireside.
9. Vasumathy, S and Joseph, C (2008), “Emotional intelligence: A Tool to revolutionize life”, HRM Review, 8(8), pp. 26-29.
10. Nigamananda Biswas and Sonit Dutta (2010), “Emotional intelligence in the work place”, HRM Review, 10(1), pp. 59-67.
11. Sternberg (1997), Emotional Intelligence, New Directions Consulting, Inc.