A STUDY ON EMOTIONAL QUOTIENT VS INTELLIGENCE QUOTIENT OF MANAGEMENT STUDENTS

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ABSTRACT

Education has been the instrument in the development of man to enable him live an effective and meaningful life and to contribute towards the development of society in which he finds himself. The influence of Intelligence quotient and Emotional Quotient of the individual for developing innovative thinking plays vital role. Developing Emotional Intelligence can play a significant role in recruiting and retaining people as it gives a more accurate analysis of the job requirements, the candidate's capability, of the difference between the two, and the development and training needs to bridge the gaps. As far as meeting an individual's career aspirations are concerned, once the organization gives an employee the perspective of what is required from him to reach a particular position, it drives him to develop the competencies for the same. This paper tries to identify the gaps between IQ and EQ and suggest ways through which emotional Intelligence can be developed in an individual.

INTRODUCTION

Emotional Intelligence - EQ - is a relatively recent behavioural model, rising to prominence with Daniel Goleman's 1995 Book called 'Emotional Intelligence'. Emotional Intelligence is increasingly relevant to organizational development and developing people, because the EQ principles provide a new way to understand and assess people's behaviours, management styles, attitudes, interpersonal skills, and potential. Emotional Intelligence is an important consideration in human resources planning, job profiling, recruitment interviewing and selection, management development, customer relations and customer service, and more.

The EQ concept argues that IQ, or conventional intelligence, is too narrow; that there are wider areas of emotional intelligence that dictate and enable how successful we are. Success requires
more than IQ (Intelligence Quotient), which has tended to be the traditional measure of intelligence, ignoring essential behavioural and character elements. Despite possessing a high IQ rating, success does not automatically follow.

We are at the beginning of a new century, and intelligence and success are not viewed the same way they were before. New theories of intelligence have been introduced and are gradually replacing the traditional theory. The whole child/student has become the center of concern, not only his reasoning capacities, but also his creativity, emotions, and interpersonal skills.

ORIGIN OF THE RESEARCH PROBLEM

The management aspirants are increasing day by day due to the numerous job opportunities available in all sectors. When we are proud of the relevance of management experts in corporate sectors, we also see that the new employees in management discipline do not have a stability in the job giving rise to problem of job insecurity.

STATEMENT OF THE PROBLEM

There exists an ever-ending need for developing managerial skills among the students aspiring to become the future managers. Apart from the regular curricula, they are to be trained in recent techniques of management strategies. Nowadays the management concepts are focused towards problem solving situations relevant to the practical aspects. Hence steps can be taken through researching into the prospects of understanding the level of EQ and IQ present in management students and thereby finding ways to improve the EQ level.

INTERDISCIPLINARY RELEVANCE

The above problem will address not only the management students who are absorbed to manage the people in the organization, but also for professionally skilled employees especially the in IT industry. Government of India itself has identified such employees to be included in health care insurance. The trend of 8 hrs work is only a dream in many organizations, even in Government undertakings which are mostly a target fixed jobs like marketing. The solution for the above problem would be relevant for all levels of employees, to find ways to improve their emotional quotient.

REVIEW OF LITERATURE

The Relationship between Emotional Intelligence and Academic Achievement in Eleventh Graders. Nada AbiSamra, Instructor: Dr. H. Williford, Auburn University at Montgomery
Research in Education FED 661, March 3, 2000

The purpose of this study is to see whether there is a relationship between emotional intelligence and academic success. Do high achievers in 11th grade have a high emotional intelligence level or isn’t there any relationship between their achievement and their emotional intelligence? So, the population of this study will be the 11th graders in Montgomery, Alabama. The sample will be 500 11th graders-- boys and girls-- from public and private schools in Montgomery, Alabama. The sampling will be stratified, making sure that schools, genders, races, socioeconomic statuses, and abilities will be appropriately represented. Mean is calculated of all the grades each of the 500 students has had for the last semester (this study being done in the second semester of school), separating the high from the middle and the low achievers. Comparative study is made between these grades with the Emotional Intelligence level of each student, to see whether there is a
relationship between emotional intelligence and academic achievement or not, in order for us to be able to accept or reject our hypothesis.

The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership (Hardcover) (2004) by David R. Caruso & Peter Salovey

We have long been taught that emotions should be felt and expressed in carefully controlled ways, and then only in certain environments and at certain times. This is especially true when at work, particularly when managing others. It is considered terribly unprofessional to express emotion while on the job, and many of us believe that our biggest mistakes and regrets are due to our reactions at those times when our emotions get the better of us. The authors believe that this view of emotion is not correct. The emotion centers of the brain, they argue, are not relegated to a secondary place in our thinking and reasoning, but instead are an integral part of what it means to think, reason, and to be intelligent. In this book, they show that emotion is not just important, but absolutely necessary for us to make good decisions, take action to solve problems, cope with change, and succeed.


This study examined the utility of EI, as measured by the Workgroup Emotional Intelligence Profile - Version 6, for predicting individual performance, team performance, and conflict resolution styles. Participants working in 108 small teams were asked to complete a survival situation exercise in which they rank ordered 15 items according to their importance for survival. Results revealed that EI predicted performance at the group level, but not at the individual level. This finding suggests that EI competencies predict successful problem solving of cognitive tasks in teams. The study also found that emotions are important in conflict resolution and contribute directly to team performance.

SIGNIFICANCE OF THE STUDY

Management educators need to focus on problem-solving method of teaching to have an edge over the management education. To withstand the job pressure and stress in today’s competitive corporate set up people need to be well trained to balance their emotions, to have success in their career. This can be taught through developing a better emotional quotient rather than concentrating on intelligent quotient alone.

OBJECTIVE OF THE PROJECT

• To identify the factors affecting the EQ and IQ level of the students.
• To evaluate the EQ and IQ level of the students at the beginning of their study
• To find out the improvement in IQ and EQ level of the students after the MBA programmes.

METHODOLOGY

RESEARCH DESIGN: Exploratory research is carried out.

DATA COLLECTION

Primary data are collected from the students. The secondary data are collected from the Magazines, Journals, to know about IQ and EQ.
STATISTICAL TOOLS USED

To understand the relationship between the variables Correlation, Multiple Linear Regression model is used and results are arrived. Primary and secondary data are transferred into quantitative terms by using statistical packages like SPSS.

FINDINGS

1. Management students differ in their IQ and EQ level. Managerial aspirants having higher Emotional intelligence show very effective decision making while the managerial aspirants with low Emotional Intelligence are in effective in their decision making.
2. Management students from urban area and rural area differ in their IQ and EQ level. Students from urban area show better IQ level whereas Students hailing from rural area are better in their EQ level.
3. Final year students show better level of EQ than their counterparts in the first year.
4. Intelligence Quotient, Socioeconomic status, urban-rural character, year of study of students have interactive effect on their Emotional intelligence.
5. Management Students differ in their creativity on the basis of their level of Emotional Quotient. Management Students having high Emotional Quotient show high creativity and Vice versa.

REFERENCES

1. Linking Emotional Intelligence And Performance At Work: Current Research Evidence With Individuals and Groups (Hardcover) (2005) by Vanessa Urch Druskat, Fabio Sala, & Gerald Mount
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