RESEARCH PLAN PROPOSAL

Personality, Risk-Taking Ability and Emotional Intelligence of Management Students

For registration to the degree of

Doctor of Philosophy

In

FACULTY OF COMMERCE AND MANAGEMENT

THE IIS UNIVERSITY, JAIPUR

Submitted by

AMIT AHUJA

Enrol. No. ICG/2010/11432

Under the supervision of

Prof. M.K. SHARMA

Dean, Faculty of Commerce and Management

Department Of Management

MAY, 2011
<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>1</td>
</tr>
<tr>
<td>2. Need and significance of the study</td>
<td>2</td>
</tr>
<tr>
<td>3. Objectives of the study</td>
<td>3</td>
</tr>
<tr>
<td>4. Hypotheses</td>
<td>3</td>
</tr>
<tr>
<td>5. Limitations of the study</td>
<td>4</td>
</tr>
<tr>
<td>6. Conceptual framework</td>
<td>4-16</td>
</tr>
<tr>
<td>7. Review of the related literature</td>
<td>16</td>
</tr>
<tr>
<td>8. Research Design</td>
<td>22</td>
</tr>
<tr>
<td>9. Sample</td>
<td>22</td>
</tr>
<tr>
<td>10. Tools</td>
<td>22-23</td>
</tr>
<tr>
<td>11. Data collection</td>
<td>23</td>
</tr>
<tr>
<td>12. Analysis and Interpretation of data</td>
<td>23-24</td>
</tr>
<tr>
<td>13. Bibliography</td>
<td>25-26</td>
</tr>
<tr>
<td>14. Organization of chapters in research</td>
<td>27-28</td>
</tr>
<tr>
<td>15. Appendix</td>
<td>29-38</td>
</tr>
</tbody>
</table>
Introduction

Management is an interdisciplinary subject, and students who join business schools have their own primary background such as sociology, commerce, finance and even pure sciences, mathematics and engineering. These students, both boys and girls, are highly motivated and well targeted in choosing management as their line of profession.

What is their incentive? To be at the top rung of a reputed business organization, of course, and nothing would satisfy them except the top slot. ‘Most of the students are interested in taking up lucrative jobs after they finish their course, and it is difficult to bring them towards academics.’

Dr H. Chaturvedi, Director, Birla Institute of Management Technology

With more and more students opting for business schools instead of other areas could be a healthy sign in terms of Indian economy. But the motivation of students alone cannot guarantee quality. ‘Management education in India needs to consciously focus on maintaining excellence and quality. The mushrooming number of business schools with proper accreditation is a positive aspect, although teaching standards have to be maintained. However, one of the disturbing trends has been the decline in the ranking of management education. The World Economic Forum Report 2007, on management education in India, ranked it at 8th position. By 2008, it came down to 12th position. 2009 saw further decline in the ranking. This trend has to be arrested, and therefore, quality education in management is crucial.’

… Prof B S Sahay, Director, Management Development Institute

_____________________________

1
Need & Significance of the Study

The need of the hour is to study management students in terms other than motivation, leadership qualities, entrepreneurship, decision-making and other such factors traditionally embedded in the curricula of business schools – these students qualify for business school only after successfully competing and completing a rigorous battery of tests.

The search for good and reliable method of selection is one of the important problems in higher education. According to Education commission “Rigorous criteria are needed to screen the students at the time of admission so that only those who can utilize the limited education resources are accepted. It will avoid the vast amount of wastage that would be incurred in absence of sound selection criteria.”

The Education commission (1964-66) also pointed out that it would be an advantage to provide if possible, more than one channel or procedure of selection and to compare their validity in the light of actual performance of the selected Students in the professional colleges. In this context factors like personality are perhaps more conducive to academic success.

Undoubtedly, the priority of business schools is to create top managers and entrepreneurs. But who will handle future management students if not the present management students? Will the business schools of tomorrow face the same dearth of ‘insiders’ as the business schools of today?

Thus this study is an attempt to classify, categorize and compare the management students of various backgrounds hailing from various Universities in ‘other-than-set-terms’. The investigation will cover personality, risk-taking ability and emotional intelligence of students.
Objectives of the Study

The main objectives of the study are:

1. To review the scenario of management education in India.
2. To classify the management students in terms of Personality, risk taking ability and emotional intelligence.
3. To investigate, assess and categorize the students on the basis of their personality types.
4. To compare the various groups on the basis of personality risk taking ability and emotional intelligence.

Hypotheses

The students will be studied in groups based on gender, institutional environment and available human resources.

(i) There is no significant difference among the Personality of various groups.
(ii) There is no significant difference between the Risk-Taking Ability of various groups.
(iii) There is no significant difference between Emotional Intelligence of various groups.
(iv) There is no significant relationship between Personality and Risk-Taking Ability.
(v) There is a significant relationship between Personality and Emotional Intelligence
(vi) There is no significant relationship between Risk-Taking ability and Emotional Intelligence
Limitations of the Study

The present study will be delimited in its nature and extent with respect to following levels:

(i) The sample of the study will be rather large, comprising of four hundred MBA students of the eight universities-Rajasthan, JNU, JagaNNath, Jayoti women’s, Mahatma Jyoti Rao Phooley, THE IIS, SureshGyan Vihar and Amity.

(ii) The study will be done on both boys and girls.

(iii) The study will be delimited to the final-year students.

(iv) The availability of infrastructure and prevailing environment of the universities will not be taken into account.

Conceptual Framework

The main concepts of the study are discussed below with reference to their meanings and nature.

Concept of Personality

There appears to be a little unanimity among the psychologists on the exact meaning of personality. It is of interest to note that in 1937, G.W. Allport in his book, ‘Personality: A Psychological Interpretation’ mentioned fifty-three definitions of personality. How many definitions have added since then, is anybody’s guess. This divergence of views clearly demonstrates the importance of the subject.

At the outset, it must by stressed that personality cannot be equated with character. Character denotes something ethical and moral and refers to the standards of right and wrong. At the same time personality cannot be taken as an outward appearance and behaviour only. Personality is the totality of everything about a person – his
emotional, mental, social and spiritual make-up. In fact, it also includes ethical and physical make-up of an individual. Character is, just one aspect of personality.

The term ‘personality’ is derived from the Latin word ‘Persona’ – which means ‘the mask worn by the Roman actors’. In this sense personality means the individual as seen by others. The term personality is used in so many different ways that a detailed discussion is neither possible nor desirable in the present context. However, some of the important definitions are given here which may throw light on the meaning of the term ‘personality’.

1. According to G.W. Allport (1937), personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment in the environment.’

2. In the words of Cattell .R.B. (1967), ‘personality is that which permits a prediction of what a person will do in a given situation.’

3. According to Guilford, J.P. (1967). ‘An individual’s personality then, is his unique pattern of traits – A trait is any distinguishable, relatively enduring way in which one individual differs from another.’

4. According to Jones, A.J. (1930), in simple terms. personality consists of the following:

   1. The way you look.
   2. The way you dress.
   3. The way you talk.
   4. The way you walk.
   5. The way you act.
   6. The skill with which you do things.
   7. Your health
The early work in the structure of personality revolved around attempts to identify and label characteristics that describe an individual’s behaviour. Popular characteristics include shyness, ambition, loyalty, aggressiveness, submissiveness, laziness and timidity. These characteristics when they are exhibited in a large number of situations are called personality traits.

In one study 17,953 individual traits were identified. It is virtually impossible to predict behaviour when such a large number of traits are taken into account. One researcher isolated 171 traits but concluded that they were superficial and lacking in descriptive power. What he sought was a reduced set of traits that would identify underlying patterns. The result was the identification of 16 personality factors by R.B Cattle. The sixteen personality factors are called primary traits.

Psychologist and vocational counselor John Holland says that one of six major personality types— or perhaps a combination of two or more types— plays a highly important role in an individual’s career. Most of us probably cannot deal with many areas of interest. We become preoccupied with a certain one early in life. It becomes our focal point, largely because of choices that stem from our needs, wants and values. Generally the interests that predominate and point to a particular personality are among the most important key to career satisfaction.

The six personality types are:-

1. **Realistic personality**— Usually independent, practical minded, aggressive, prefer concrete rather than abstract problems; solve problems by doing something physical.
2. **Investigative personality**- Very insightful, logical, unconventional, intellectually curious, enjoy challenges; solve problems by thinking and analyzing.

3. **Artistic personality**- Creative, visionary, express possibilities in creative ways prefer to work alone and independently rather than with others, solve problems by creating something new.

4. **Social personality**- Sensitive to others, sharing feelings being in groups, supportive, responsible, and tactful, solve problems primarily by feeling and intuition by helping.

5. **Enterprising personality**- Confident, quick decision makers, leaders who are talented at organizing, persuading, managing, solve problems by risking.

6. **Conventional personality**- Quiet, responsible, practical, task oriented, careful, to attend to every detail.

   In the present study personality inventory is proposed to assess the personality.

**Concept of Risk-Taking Ability**

Modern age is the age of competition in which the human being is busy to keep himself in a leading position. This competitive spirit bonds him/her to opt for risks. Generally speaking, a risk-taker is successful and holds leading position in society.

Basically the concept of risk-taking ability has been dealt with extensively in recent theoretically and experimental literature. In general the term risk-taking is a condition where a possibility of occurrence of loss as a result of deviation from the expected situations exists. Risk-taking ability has been made synonymous of liking for adventure.
Risk-taking is simply meant to take decision in an uncertain situation on a lower probability of success while facing danger. This plays on important role in child education.

In words of Alexander Smith, ‘every thing is sweetened by risk’. Cardinal Newmen said, ‘there would have been no triumph in success if there had been no hazards of failure.’

Generally the term risk means a dangerous element or where an individual is put in willingly or unwillingly in that situation.

Hobrin (1974) is of opinion that risk is a condition where there is a possibility of occurrence of loss as a result of deviation from the intended or expected situation.

Kogan and Wallach (1964) described risk-taking behaviour on the basis of kind situations in which it is likely to be elicited.

Bem and others (1962) also meant the term ‘risk’ to the extent at which the decision maker is willing to expose himself to possible failure in the pursuit of a desirable goal.

Chaubey (1974) says that, ‘Risk is a condition where both the aspects of a thing are clearer to an individual and out of them clearly defines success and failure.’

Risk also represents an opportunity taking a risk is usually considered when the probable advantage and chances of success is more than the cost resulting from a disastrous decision. People differ in their willingness to take chance. In taking a risk, the questions to be considered include the following-

- What is the possible advantage of taking this decision?
• Why should this decision be taken?
• What are the possible costs from taking this decision?
• What is the probability of success and failure?
• What are the options if the decision and in failure.
• Is it worth taking the risk?

People who are highly risk-taking in their behaviour make decisions quickly without searching for much information. Risk-averse people do not make decisions in a hurry and gather a lot of information before making any decision. In organization the satiability of a person’s risk-taking or risk-averse behaviour depends on the duties and responsibilities of his job. The effectiveness of an organization depends to a large extent on the risk taking ability of managers.

Knight and Shackle give ‘insurance theory’ in which they explored a distinction between measurable and non-measurable risk. According to them, a measurable risk is that situation which can be fairly and accurately estimated, as it can be predicted on the basis of past experience. The non measurable risk, on the other hand, cannot be predicted with any degree of accuracy.

On analyzing the above definitions and meaning of risk-taking ability, Bhawalkar (1992) found Guilford’s meaning of the term risk-taking ability suitable for the development of a verbal measure of risk-taking ability. The attributes of risk-taking ability considered for writing the items were:

• To take exploration;
• To take personal risk;
• Not to avoid monotony;
• To inquire into areas that do promise quick results and immediate contribution to knowledge; and

• To opt for a situation where the chances of failure are great.

In many situations, a person is confronted with two or more alternative courses of action—one is safe but less rewarding and the other more risky but more rewarding too.

**Concept of Emotional Intelligence**

Yale University Psychologists Peter Salovey and John Mayer coined the phrase ‘Emotional Intelligence’ in 1990. However the concept gained popularity through Goleman’s (1995) bestseller titled ‘Emotional Intelligence.’ Mayer and Peter Salovey (1997) defined Emotional Intelligence as a social intelligence, that involves the ability to monitor one’s own and others emotions, to discriminate among them, and to use the information to guide one’s thinking and actions.

Based on extensive research, Goleman (1995, 1998) has proposed five dimensions of Emotional intelligence consisting of 25 competencies namely-


• Self-regulation: self-control, trustworthiness, conscientiousness, adaptability and innovation.

• Self motivation: achievement drive, commitment, initiative and optimism.

• Social awareness: understanding others, developing others service orientation, leveraging diversity and political awareness.
- Social skills: influence, communication conflict management, leadership change catalyst, building bond, collaboration and cooperation and team capabilities.

Emotional intelligence is phrase that incorporates intricate aspect of both emotion and intelligence. Emotions rule the heart while intelligence reins supreme the brain. The twin qualities are inseparable and they exercise tremendous influence in the lives of the individuals. According to Bar-on (1997) Emotional Intelligence is defined as “an array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures. He suggested that emotional Intelligence can make a unique contribution to a better understanding of people and also use their potential to succeed in various aspects of life. The effect of emotional intelligence is an area that warrants exploration and development.

The concept of emotional intelligence as first introduced in organization. The relevance of the concept in finding solutions to many organizations inadequacies has made in inevitable in educational contexts too. Salovey & Mayer (1993) believed that an emotionally intelligent person is skilled in four areas: Identifying, Understanding Using and Regulating emotions. These were later expanded by Goleman (1995) when he emphasized that emotional intelligence consists of five components: Self awareness, Management, Motivations, Recognizing emotions in other (empathy) and Handling relationships. The students who have less skill in emotional intelligence think negatively, cannot concentrate for a long time and have more difficulty in reaching their potential that their counterparts with high skills in it.
Emotional Intelligence has been variously defined. Baran and Parker (2000) conceptualize emotional intelligence as a non cognitive intelligence that is defined as an array of emotional, personal and social abilities and skills that influence an individual’s abilities to cope effectively with environmental demand and pressure.

Salovey and Mayer (1990) defined emotional intelligence as that subset of social intelligence that is concerned with the capacity for monitoring one's own and other's feelings and emotions. Eyseenck (1988) used the term social intelligence as the ability to solve problems in life.

Goleman (1995) has defined emotional intelligence as the ability to recognize, regulate and control one's emotion to most effectively interact with others. Goleman says that emotionally intelligent people have the ability to marshal their emotional impulses. They have the self-awareness to know what they are feeling, and are able to think about and express those things. They have empathy for the feelings of others and insight into how others think. They are optimist and generally positive. They understand easily the dynamics of a given group and most important, where they fit inside that group. Goleman in his book, Emotional Intelligence states that a manager's effectiveness in a corporation depends more on his emotional intelligence. Mayer and Salovey have listed four branches of emotional intelligence namely-

1. Perception appraisal and expression of emotion
2. Emotional facilitation of thinking.
3. Understanding and analyzing emotions and
4. Reflective regulation of emotions to promote emotional and intellectual growth.

In general Emotional intelligence is the ability to recognize, understand and manage emotions in ourselves and others. Emotional intelligence (EI) is considered a basic requirement for the effective use of Intelligence quotient (IQ).

Since the term ‘emotional intelligence’ (EI) was first coined by Salovey & Mayer in 1990, it has been developed, adapted and embraced by the business world and also by many business educators. EI skills have been strongly associated with both dynamic leadership and satisfying personal life experiences (Goleman 1995). In addition, EI has been recognized as important for success in the workplace. However, the research that has been produced by academics in relation to EI has focused on its measurement rather than its incorporation into university and college courses.

The concept of ‘emotional intelligence’ was first described as a form of social intelligence ‘that involves the ability to monitor one’s own and other’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions’ (Salovey & Mayer 1990). Salovey & Mayer recognized the connection between two underlying components of personality, cognition and emotion. This relatively narrow definition of EI, as the ability to understand how others’ emotions works and to control one’s own emotions, was widened by Goleman to include such competencies as optimism, conscientiousness, motivation, empathy and social competence (Goleman 1995, 1998). In two articles in the Harvard Business Review,
Goleman extended the concept of EI to the business world. First, from his research that ‘truly effective leaders are distinguished by high degree of emotional intelligence’ Secondly, by drawing on the experiences of over 3000 executives, he again demonstrated the link between EI and leadership and concluded that leaders can ‘increase their quotient’ of leadership styles by understanding which ‘emotional intelligence competencies underlie the leadership styles they are lacking’ and working to develop them (Goleman 2000.). Goleman and his colleagues further adapted the concept of EI of the business world by describing its importance as an essential ingredient for business success. In addition, there is also an increasing body of literature that ‘refers to emotional intelligence…as intrinsic contemporary leadership concept’ (Marques 2006, Johnson 2005; & Boyle 2006). The conclusion is that different leadership roles require different types of EI skills.

Emotional intelligence is defined as the ability to perceive accurately appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotional and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth (Mayer & Salovey, 1997).The concept of emotional intelligence is as umbrella term that covers a broad spectrum of individual skills and disposition usually referred to as soft skills or inter and intra-personal skills, that are outside that traditional areas of specific knowledge, general intelligence that technical or professional skills. As indicated by Cooper (1997), emotions are useful for fostering stronger personal relations, and effective leadership skills. People who are skillful in emotional intelligence
are able to regulate their own feelings, monitor and evaluate others’ feelings (Salovey & Mayer; 1990); empathize with others (Kelley & Kaplan, 1993); and have excellent interpersonal skills (Goleman, 1998).

The most important qualities that characterize effective leaders include integrity, maturity, business acumen and social skills (Charan & Colovin 1999), which are also EI traits.

However, the traditional recruitment of business graduates put more emphasis on intelligence quotients (IQ) measures than EQ measures (Siegel & Sorensen 1994). This is despite the fact that firms often invest significant amounts of time and money in the recruitment process (Moncada & Sanders 1999). This is particularly true in the business discipline. The importance of EI skills in the business workplace is highlighted by the very nature of the job. Business professionals works both by themselves and in teams. Strengths and weakness, develop good self esteem, maintain integrity, demonstrate flexibility, take responsibility for their own actions, take initiative and strive for excellence. Interpersonal EI skills such as empathy and social ability are at the needs of others, implementing successful conflict management strategies, listening and leadership. Thus EI is an essential ingredient for a productive workplace (Smigla & Pastoria 2000). After evaluating the EI of undergraduate business majors, Rozell, Pettijohn & Parker (2002) concluded that ‘emotional intelligence should be included within the core skills taught in training and development programs’ at university. Vela (2003), who studies the role of EI in academic achievement for his
doctoral dissertation, asserted that it is imperative that students are provided with early interventions that involve emotional intelligence skills building (vela 2003, p.130). Similarly in study on the integrating of the teaching of EI competencies, Brown (2003) found that understanding their own emotions allowed students to improve their interpersonal skills and build trust and empathy.

The research on emotional intelligence has indicated that training in appropriate skills is essential for preparing people for career success and fulfillment.

This study would reveal the trend as to the degree and extents of predictability and relationship of personality, risk taking ability and emotional intelligence.

**Brief history of the universities, M.B.A. programmes conducted by the concerning universities.**

At present there are eight universities in Jaipur. Therefore the study will be undertaken in Jaipur only. The data from students studying in M.B.A. programme of these universities will be collected.

**Review of Related Literature**

**Researches related to personality**

Sinha (1980) randomly selected a sample of one hundred doctors from Delhi population. Cattell’s 16 PF was used to study their personality traits. The doctors were found to be more intelligent (B), controlled (Q3), Shrewd (N) and emotionally stable (C).
Singh (1981) found personality traits of engineering and medical students by using cattell’s 16 PF. He found that engineering students are more intelligent and have strong superego in comparison to medical students, whereas medical students are significantly higher on factor of I (tough minded vs. tender minded) in comparison to engineering students.

Sharma, N. (1989) studies the social, emotional and educational problems of adolescent college students (in Agra in relation to personality factors and found many similarities and differences in respect of both between subgroups by gender, age and socio-economic status.

**Researches Related to Risk Taking Ability**

Wallach, M.A. Kogan M, (1959) studied sex difference and judgement process. They found that males exhibited greater confidence of judgement of risk-taking than females. They also found that young men were significantly higher in confidence than old men in risk-taking ability.

Kalpana (1963) in relation to scientific creativity has spoken of the role of self-confidence and risk-taking in fostering creativity among the research scientists in an organisational setting. Barron (1963) attributed risk-taking both to the creative person to the creative act.

Pamkove and Kogin (1968) reported a significant relationship between the numbers of associations generated to creativity tasks and preferred a high level of risk.
Krishna (1973) studied some antecedents and personality correlates of risk-taking behaviour. In which major finding was that the male and female students differed significantly from each other in risk-taking.

Kumar (1980) studied Self-esteem and aspiration as a factor effecting risk-taking behaviour among deviant adolescents. The findings of this study were:

1. Risk-taking behaviour of adolescent girls showed significantly more unethical risk-taking behaviour than non-deviant.
2. Adolescent girls were high self esteem showed more risk-taking tendencies.
3. Low aspiration promoted risk-taking tendencies adolescent girls were as high aspiration promoted unethical risk-taking behaviour.
4. Greater the risk-taking, higher was the aspiration.

Agarwal (1982) studied creativity as a function of risk-taking. The conclusions were:

1. Risk-taking was more or less found to be positive and significant factor in fostering creativity of both the sexes.
2. Self esteem was found to be significant in case of boys in the case of girls its impact was not very powerful.
3. Socio-economic condition of the home played no role or very significant role in fostering creativity of both the sexes.

4. In the entire designs parental acceptance was found to be very significant and positive factor in the development of creativity of both the sexes.

5. The three factors (risk-taking, self esteem and home background) did not interact with one another to influence creativity.

6. Risk-taking and parental acceptance was found to be more important predictor of creativity and self esteem than socio-economic condition.

Hooda and Paul (1986) studied the effect of socio-economic status (SES) and academic achievement in risk-taking behaviour. The major objective of the study was to investigate effect of socio-economic status academic achievement on risk-taking behaviour. It was concluded that students having high socio-economic status take higher level of risk-taking tendency.

Ahmed (1989) studied the risk-taking. The main findings of the study were:

1. There is no significant difference in the lower and upper creative groups with respect to risk-taking.

2. There is a significant difference between boys and girls to show sex difference with respect to their risk-taking behaviour.
Cliford, Yanlom and Chou Yang (1989) studied the developmental and cultural patterns in academic risk-taking with American and Chinese students aged 8 to 11. The main conclusion of this study was that sex difference in academic risk-taking is low relative to theoretically optimum risk level of 0.50.

**Researches Related to Emotional Intelligence**

K.V. Petrides, Norah Frederickson & Adrian Furnham (December, 2002) conducted a study on the role of emotional intelligence in academic performance and deviant behaviour at school. On sample of 650 pupils in British secondary education (means age_16.5 years). It concluded that pupils with high EI scores were less likely to have had unauthorized absences and less likely to have been excluded from School.

Jose M. Mestre, Rocio Guil, Paulo N. Lopes, Peter Salovey & Paloma Gil-Olarde (2006) conducted a study on Emotional intelligence and social and academic adaptation to school. After controlling for IQ and the Big Five personality traits, the ability to understand and manage emotions remained significantly associated with teacher ratings of academic adaptations among and peer friendship provide partial support for hypotheses that emotional abilities are associated with indicators of social and academic adaptation of school.

Toronto, On/Buffalo, (1998) The first study comparing emotional intelligence (EQ) and cognitive intelligence (IQ) as measures of work performance was undertaken at a major Asian bank. It scientifically demonstrated that EQ is actually more important in predicting success in the workplace than IQ. While the importance of emotional intelligence
in job success has been the subject of speculation over the past few years, there have been no previous studies that have directly compared workers; IQ and EQ scores with objective measures of performance.

Dr. Steven Stein, President of Multi-Health Systems observed that “this study provides concrete evidence of what our own testing has suggested: emotional intelligence is significantly and highly correlated with job performance, while cognitive intelligence has shown a very low and insignificant correlation with performance in the workplace.”

The study, by Joseph Hee-Woo Jae at Ateneo de Manila University in the Philippines, evaluated 100 university-educated, front-line bank employees (56% female and 44% male). They were all administered the Baron EQ-i, the world’s first scientific test of emotional intelligence along with widely used IQ test. Each employee also underwent an independent performance review with his or her supervisor. The study found that EQ scores were far related to actual on the job performance than I.Q.

Dr Stein Said that “this very important finding empirically shows what many people have thought was the case for many years but could not support with scientific evidence.”

Dr. Bar-on summed up his reaction to this new finding by saying “this means that truly intelligent human being is one who is not only cognitively intelligent by also emotionally intelligent.

Both Dr. Stein and Dr. Bar-on concluded that this finding confirms that EQ-is ability to predict success in various areas of life.
Research evidence linking emotional intelligence to academic success has been established in a number of studies (e.g. Brackett and Salovey, 2006, Mayer, Salovey and Carusso 2004, Marquez, Martin and Brachett, 2006).

**Research Design**

Considering the nature of data for the study descriptive survey method will be used by the researcher for the proposed study. This method provides the information of what exists and is gathered by studying and analysing important aspects of personality, risk-taking ability and Emotional Intelligence.

**Sample**

About four hundred students will be selected randomly from eight Universities located in Jaipur.

**Tools**

i) Emotional Intelligence will be measured with emotional intelligence scale. It contains 20 items and measures emotional intelligence through ten factors-self awareness, empathy, self-motivation, emotional stability, managing relation, integrity, self development, value orientation, commitment and altruistic behaviour.

ii) The personality inventory based on six personality identified by John Holland will be used to assess the personality. There are 24 statements in all. The statements clearly sound like something that respondent might say or do or think. Each of these statements is answerable by making a tick-mark into one of the three boxes.
There are no right and wrong answers, because different people react in different manners for the same kind of experience.

iii) Measure of Risk-Taking Ability will be used for the measurement of risk-taking ability.

iv) Personal data bank (PDB)-A questionnaire framed by investigator will be used for obtaining personal information and achievement records of the MBA students.

v) Data related to the universities will be collected from the respective institutions and their websites.

Data Collection

a) Sources of Data – The Final-Year students studying MBA course of eight Universities located at Jaipur will be the respondents.

b) Nature of Data – The data collected through the tools will be quantitative as well as qualitative.

Analysis and Interpretation of data

Statistics makes our observations useful, precise and convenient in form. In order to test the hypotheses different appropriate statistical techniques will be used-

a) One-way ANOVA to verify the hypotheses and to test the significance of the mean difference among groups.

b) T-test will be applied to examine significance of difference between means of various groups.

c) Pearson method will be used for calculating correlation.

Interpretation of data- After collecting and analyzing the data proper interpretation of the data will be done.
Findings of the research- The findings drawn from the study related to hypothesis will be stated.

Conclusions- Conclusion summarizes research findings.

Suggestions on the basis of findings- Suggestions for action on the basis of the findings of the study will be made.

Application of research- Implication that flow the findings will be stated clearly and precisely.

Suggestions for further studies- Suggestions to subsequent researchers on similar topics in the same context and indication of the kind of research which need to be done in the future will be mentioned.
Bibliography

Books:

- Chauhan S.S. Advance Educational Psychology, 2007 (7th Ed.)
- Dann, Jill. Test your Emotional Intelligence Hodder & Stoughton, 2001
- Drucker, Peter F, Management: Tasks Responsibilities, Practices Delhi, Allied Publishers.
- Grarrett, HE and wood worth R.S (1973) Statistics in Psychology & Education
• Young, P.V., Scientific social and Research (4th Ed.) Prentice Hall of India New Delhi, 2007

Journals

• Kotler John P. What effective general managers really do? Harvard Business Review March/April 1999

• Can Emotional Intelligence Be Learned? Harvard Business Review, Jan 2004 Vol. 82, issue

Webliography:

• www.google.co.in
• www.intel.com
• www.successfulmanagers.com
• www.apa.org/pubinfo/aner.html
• www.businessweek.com.html
• “Controlling Anger- Before it controls you” <http://www.apa.org/pubinfo/anger.html>
• “Managing emotions in the work place” <http://www.bankrate.com/brm/news/biz/tcb/20020927 a. asp. ?
• “Applying the ability model of emotional intelligence to the world of work.” http://cjwolfe.com/articledoc

26
Organization of chapters in research

The study will be organized in eight chapters

Chapter- 1

1.1 Introduction of the problem
1.2 Significance and the need of study
1.3 Objectives of study
1.4 Hypotheses
1.5 Limitations of the study

Chapter -2

Conceptual framework

Chapter-3

Brief history of the universities, M.B.A. programmes conducted by the concerning Universities.

Chapter-4

Review of the related literature

Chapter-5

Research Methodology
5.1 Research design
5.2 Sample and data collection
5.3 Statistical tools
Chapter-6
Analysis and interpretation of data

Chapter- 7

7.1 Finding
7.2 conclusions
7.3 Suggestions

Chapter-8
Application of the research and scope for further study

References
Bibliography
Webliography
Annexure
**PI**

Name of the University…………………..

**Directions:**-

Here are some statements that clearly sound like something you might say or do or think-something that feels like you. Every statement has three possible answers Yes, Cannot say and No. Give the first natural answer as it comes to you.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Cannot say</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can usually carry /build/fix things myself.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. It is satisfying to explore new ideas.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I always seem to be looking for new ways to express my creativity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Being a key person in a group is very satisfying to me.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I see education as a life long process of developing and sharpening my mind.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I would rather be safe than adventurous in making decisions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I have a great imagination.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I like to help people develop their talents and abilities.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. I usually prepare carefully ahead of time if I have to handle a new situation.

10. I love to try creative new ideas.

11. If I have a problem with someone I will keep trying to resolve it peacefully.

12. To be successful it is important to aim high.

13. I do not like to have responsibility for big decisions.

14. I say what is in my mind and do not beat around the bush.

15. I need to analyze a problem pretty thoroughly before I act on it.

16. Close personal relationships are important to me.

17. A strong system of law and order is important to prevent chaos.

18. I can deal with and understand people who express strong feelings.

19. I don’t want to be like everyone else, I like to do things differently.
20. I am willing to take some risks to get ahead.

21. I feel more secure when I follow rules.

22. I like a conversation to be intellectually stimulating.

23. I usually know how to take care of things in an emergency.

24. If I do not make it the first time, I usually bounce back with energy and enthusiasm.
Instructions:

A description of some events related to life are given here. Several alternative answers are given for the riskful task. Suppose you are to give suggestion, what degree of risk will you like to take? Tick [✓] mark to the degree of risk to which you agree.

1. Mohan is a wealthy business man. Recently he has been found to suffer from heart disease. The only cure of this disease is operation. If he doesn’t go through operation, he will suffer whole life. If the operation is successful then Mohan will become all right but if it fails then Mohan might die.

Suppose you are to suggest him. Then what will be the minimal chance of success of the operation when you will suggest him to go through it?

(a) Mohan shouldn’t go through operation even if there is much chance of its success.
(b) Nine out of ten chances are of its success.
(c) Seven out of ten chances are of its success.
(d) Five out of ten chances are of its success.
(e) Three out of ten chances are of its success.
(f) One out of ten chances is of its success.

2. Hanuman has been sowing the old traditional seeds in his farm from which he get grain, sufficient for the whole year only. Government officials have suggested him to use new methods so he can get four times more grains but it may need more fertilization and manure. If he fails to do so then it may give him much less grains than that from the old seeds.

Suppose if Hanuman wants to take your suggestion. There is equal possibility of increment and decrements in grains would you suggest him to sow new type seeds?

(a) One out of ten chances.
(b) Three out of ten chances.
(c) Five out of ten chances.
(d) Seven out of ten chances.
(e) Nine out of ten chances.
(f) Hanuman should not sow new seeds even if it is definite that the outcome will increase.
3. Reshma is working in a Private company. Her service is permanent through which she earns very little. Recently she comes to know that a new company has been opened at a distance from her house. She can earn more in this company and quickly attain a good position but no surety of whether the company will function well or not.

Suppose you are to give suggestion to Reshma. The chances of company functioning are given below. In what condition will you suggest Reshma to quit the old job and join the new one?

(a) When there is one out of ten chances of company functioning well.
(b) When there are three out of ten chances of company functioning well.
(c) When there are five out of ten chances of company functioning well.
(d) Where there are seven out of ten chances of company functioning well.
(e) When there are nine out of ten chances of company functioning well.
(f) Will not suggest Reshma to quit the old one even if it is definite that the company will function well.

4. Thomas is working as an accountant in a college. His son is studying in higher Secondary. His son wants to go in medical line. Thomas knows that if his son becomes a doctor, he will lead a happy life. But he doesn’t have enough money for his education. He fears that he may have to sell all his property for his son’s education and it is quite possible that his son may not become a doctor as well.

Suppose you are to suggest Thomas. The chances of becoming a Doctor are given below. What will be the minimal chance of becoming a Doctor when you would suggest Thomas to let his son get medical education?

(a) Even if is definite that the son may become a doctor but Thomas shouldn’t let his son get medical education.
(b) Nine out of ten chances are of becoming doctor.
(c) Seven out of ten chances are of becoming doctor.
(d) Five out of ten chances are of becoming doctor.
(e) Three out of ten chances are of becoming doctor.
(f) One out of ten chances is of becoming doctor.
INSTRUCTIONS

Some statements are given below. For every statement you have to express your views by marking tick on any one of five alternatives. There is no right or wrong answers. Please give your opinion to all the items.

(1) Strongly agree (2) Agree (3) Uncertain (4) Disagree (5) Strongly Disagree

<table>
<thead>
<tr>
<th>S</th>
<th>F</th>
<th>STATEMENT</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>I can encourage others to work even when things are not favourable.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>I am able to encourage people to take initiative</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>I am able to make intelligent decisions using a healthy balance of emotions and reason.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>I can continue to do what I believe in, even under severe criticism.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>I am able to assess the situation and then behave.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>I can concentrate on the task at hand inspite of disturbances.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>I pay attention to the worries and concern of others.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>I can listen to someone without the urge to say something</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>I can handle conflicts around me.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>I do not mix unnecessary emotions with issues at hand.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>I can see the brighter side of my situation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>12</td>
<td>I believe in myself.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I am able to stay focused even under pressure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I am able to maintain standards honesty and integrity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I am able to meet commitments and keep promises.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>I am comfortable and open to novel ideas and new in formations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>I pursue goals beyond what is required and what is expected of me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I am persistent in pursuing goals despite obstacles and setbacks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>I am able to identify and separate my emotions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>I feel that I must develop myself even when my job does not demand it.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PERSONAL DATA BANK

Dear Respondent,

I am pursuing research work related to management students. Kindly furnish the information given below about yourself and your family. This will be useful for me in interpreting the data. There is no need to write your name or put your signature. Thanks for cooperation. Wish you a bright future.

Name of the university (you are studying at present) ……………..

About your family:-

1. Place of residence-
   Rural □       Urban □

2. Category-
   S/C □ S/T □ General □ OBC □ Other □

3. Father’s occupation-
   Service □ Professional □ Business □ Retired □

4. Father’s education-
   Under graduate □ Post graduate □ Professional degree □ Other □

5. Family’s annual income-
   Less than one lakh □ Between 1-3lakh □
   Between 3-5Lakh □ Above 5 lakh □

6. Social participation—whether any member of your family holds a special position in any of the social organization Yes □ No □

7. In your opinion the social status of your family is-
   Low □ Average □ High □ Can’t say □

About yourself:-

8. Gender- Male □ Female □

9. Age- (in years) ..........

10. Marital status- Married □ Unmarried □
11. **Possession**- Vehicle - Two wheeler Four wheeler
   Mobile [ ] Four wheeler [ ]
   Two wheeler [ ] Landline [ ]
   Computer [ ] Laptop [ ]

12. **Educational achievement**-

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
<th>% marks</th>
<th>Board/University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Secondary</td>
<td>…</td>
<td>…</td>
<td>……………………</td>
</tr>
<tr>
<td>Graduate</td>
<td>……</td>
<td>…</td>
<td>……………………</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>……</td>
<td>…</td>
<td>……………………</td>
</tr>
<tr>
<td>Additional</td>
<td>……</td>
<td>…</td>
<td>……………………</td>
</tr>
<tr>
<td>Qualification</td>
<td>……</td>
<td>…</td>
<td>……………………</td>
</tr>
</tbody>
</table>

13. **Admission in MBA through**-

| CAT [ ] | MAT [ ] | RMAT [ ] | University Examination [ ] | Any other [ ]
|---------|---------|----------|---------------------------|

14. **General satisfaction**- Are you satisfied with:-

- Relevance of your course? Yes [ ] No [ ]
- Quality of teaching? Yes [ ] No [ ]
- Your overall educational experiences? Yes [ ] No [ ]
- Academic advising? Yes [ ] No [ ]

15. About the present course-whether your study programme provide:-

- Skills needed for a job Yes [ ] No [ ]
- In depth knowledge of your field of study Yes [ ] No [ ]
- Enhanced chances of placement in required company Yes [ ] No [ ]
- Opportunity to improve yourself Yes [ ] No [ ]
16 After completing MBA you would prefer-

- A job in the bank; Company etc
- To do your own business
- To join teaching profession
- Any other