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**IMPACT OF EMOTIONAL INTELLIGENCE ON THE
ENTREPRENEURIAL ASPIRATIONS AMONG ARTS AND
SCIENCE COLLEGE STUDENTS IN SOUTHERN REGION OF
TAMIL NADU**

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ABSTRACT:

The aim of this study is to evaluate the impact of Emotional intelligence on the Entrepreneurial Aspirations among Arts and Science college students in southern region of Tamilnadu. Primary data was collected to get first hand information about a topic and for the purpose of analyzing information. The collection of data was done mainly through a survey with the help of a structured questionnaire. There are 27 Arts and Science Colleges in Tirunelveli District and 28 Arts and Science Colleges in Kanyakumari District and the sample are chosen using Stratified Random Sampling method. The Sample size for the study is 380. Result of the study shows that the emotional intelligence having a positive impact on the entrepreneurial aspirations of the arts and science college students. The study was based on the quantitative analysis and it is also investigated that there is a significant relationship between the emotional intelligence and entrepreneurial aspirations. The result of the research has suggested that those students having high degree of emotional intelligence having experience

with good entrepreneurial aspirations and the students with the lower degree of emotional intelligence having poor entrepreneurial aspirations. Educationalists are realizing that such skills like emotional intelligence can play a vital role in entrepreneurial aspirations.

INTRODUCTIONL:

Emotional Intelligence means that being aware of emotions and how can effect and interact to others. Emotional Intelligence means to think more imaginatively and to use our emotions to solve complications. The emotionally intelligent individual is skilled in four areas: perceiving emotions, understanding emotions, using emotions and managing emotions. If an individual want to start a business, it is essential to develop entrepreneurial skills. A successful entrepreneur seems to have certain traits in common: personal characteristics, interpersonal skills, critical and creative thinking skills and practical skills. The aim of this study is to evaluate the impact of Emotional intelligence on the Entrepreneurial Aspirations among Arts and Science college students in southern region of Tamilnadu.

STATEMENT OF THE PROBLEM:

The students, who want to be self-employed, have to be guided and moulded in the right direction in order to make them successful in their future business career. It makes it necessary study and measures the entrepreneurial aspirations among the arts and science college students and brings to notice the inherent talents among them. For the purpose, reliable and valid information is required so that the attention of prevents, academicians and the government may be drawn for the development of skills with particular emphasis on the entrepreneurial nature. For generating economic growth and moving towards an entrepreneurial society it is imperative in the opinion of economic theorists to have a development of entrepreneurship capital. Fostering entrepreneurship among students has become an important topic today. India is best with baffling problems with over population, unemployment, under employment, poverty and the like.

The concept of emotional intelligence and entrepreneurial aspirations is one of the important personality parts of the students. Thus in this research it will be an attempt to measure the level of emotional intelligence and how it influence the entrepreneurial aspirations of students.

The problem for research was based on the following research questions:

- 1) Does Emotional Intelligence affect the Entrepreneurial aspirations of students?
- 2) Does Education influence the Entrepreneurial aspirations of the students?

OBJECTIVES OF THE STUDY:

- (i) To know the entrepreneurial aspirations among arts and science college students in Southern region of Tamilnadu
- (ii) To know the impact of emotional intelligence on entrepreneurial aspirations of arts and science college students
- (iii) To study the relationship between emotional intelligence and entrepreneurial aspirations of arts and science college students

HYPOTHESES:

H₀: There is no significant relationship between Emotional Intelligence and Entrepreneurial aspirations of students

H₀: There is no significant difference among Age Group of arts and science college students with respect to the entrepreneurial aspirations factors

H₀: There is no significant difference between gender with respect to the entrepreneurial aspirations factors

H₀: There is no significant difference among the education of students with respect to the entrepreneurial aspirations factors

METHODOLOGY:

Primary data was collected to get first hand information about a topic and for the purpose of analyzing information. The collection of data was done mainly through a survey with the help of a structured questionnaire. Discussion with the arts and science college students helped to know the impact of emotional intelligence on the entrepreneurial aspirations among arts and science college students in Southern region of Tamil Nadu. Some of the information was observed and noted for inclusion in the study. Secondary data was collected through documentary research method. The secondary data is mainly related with theoretical aspects, emerging trends and various concepts for the study. Information has been obtained from various sources like Books, Journals and periodicals, Newspapers and magazines and Websites and so on.

SAMPLING DESIGN:

The present research is in the nature of empirical research. This research is in the nature of sample study. In this research, depending upon the nature of work to be carried out, it is decided to use Stratified Random Sampling method to collect the data. As far as the present study is concerned, the investigator has proposed to collect the data required from the arts and science college students. There are 27 Arts and Science Colleges in Tirunelveli District and 28 Arts and Science Colleges in Kanyakumari District and the sample are chosen using Stratified Random Sampling method. The Sample size for the study is 380.

ANALYSIS AND INTERPRETATION:

Age Group of Arts and science college students and Entrepreneurial Aspirations Factors:

The following null hypothesis was framed for finding out the significant difference among age group of arts and science college students with respect to the entrepreneurial aspirations factors.

H₀: There is no significant difference among Age Group of arts and science college students with respect to the entrepreneurial aspirations factors

The following table shows the result of 'ANOVA' test for significant difference among age group of arts and science college students with respect to the entrepreneurial aspirations factors.

Table1: ANOVA for Significant difference among Age Group of arts and science college students with respect to the entrepreneurial aspirations factors

Entrepreneurial Aspirations Factors	Age Group			F Value	p Value
	18-20 years	21-23 years	Above 23 years		
Creative thinking	34.82 (7.77)	35.30 (5.93)	33.00 (7.32)	0.467	0.627
Leadership	35.28 (6.38)	35.20 (7.08)	33.72 (8.21)	0.300	0.741
Commitment	36.03 ^a (6.13)	38.86 ^b (10.57)	34.72 ^a (7.51)	4.576	0.011*
Communication skills	36.09 (6.28)	35.98 (6.64)	35.81 (3.81)	0.007	0.993
Achievement motivation	35.43 (5.80)	37.13 (6.21)	36.45 (5.71)	2.391	0.093
Entrepreneurial Aspirations	177.61 (25.98)	182.01 (26.42)	173.72 (25.95)	0.943	0.390

Source: Computed Data

- Note: 1. * denotes significant at 5% level
 2. The value within bracket refers to SD
 3. Different alphabet among Age group denotes significant at 5% level using Duncan Multiple Range Test (DMRT)

Since the 'p' value is less than 0.05, the null hypothesis is rejected at 5% level of significance with regard to commitment factor. Hence there is a significant difference among the age group of arts and science college students with regard to commitment factor. Based on Duncan Multiple Range Test (DMRT) the arts and science college students who belong to the age group of 21 to 23 years are significantly differs with the arts and science college students who belong to the age group of 18 to 20 years and above 23 years on commitment factor.

Since the 'p' value is greater than 0.05, the null hypothesis is accepted at 5% level of significance with regard to creative thinking, leadership, communication skills, achievement motivation and entrepreneurial aspirations. Hence there is no significant difference among age group of arts and science college students with respect to creative thinking, leadership, communication skills, achievement motivation and entrepreneurial aspirations. It is inferred that age group is not a significant variable influencing the creative thinking, leadership, communication skills, achievement motivation and entrepreneurial aspirations among arts and science college students. It is concluded that no significant difference among age group of arts and science college students with respect to creative thinking, leadership, communication skills, achievement motivation and entrepreneurial aspirations.

Gender Group of Arts and science college students and Entrepreneurial Aspirations Factors:

Male and female arts and science college students have influenced by different entrepreneurial aspirations namely creative thinking, leadership, commitment, communication skills and achievement motivation at different level. While male arts and science college students have highly influenced by different entrepreneurial aspirations factors and female arts and science college students have influenced by

different entrepreneurial aspirations factors at low level. Hence an attempt has been made to find out whether there is a significant difference among male and female arts and science college students with reference to the entrepreneurial aspirations factors.

The following null hypothesis was framed for finding out the significant difference among male and female arts and science college students with respect to the entrepreneurial aspirations factors.

H_0 : There is no significant difference between gender with respect to the entrepreneurial aspirations factors

The following table shows the result of 't' test for significant difference among male and female arts and science college students with respect to the entrepreneurial aspirations factors.

Table 2: Test for Significant difference between gender with respect to the entrepreneurial aspirations factors

Entrepreneurial Aspirations Factors	Gender				t Value	p Value
	Male		Female			
	Mean	SD	Mean	SD		
Creative thinking	35.86	8.83	34.25	6.44	2.044	0.042*
Leadership	34.37	5.91	35.75	6.86	1.997	0.047*
Commitment	35.08	8.51	37.34	6.16	2.980	0.003*
Communication skills	35.23	6.19	36.48	6.30	1.890	0.063
Achievement motivation	35.36	6.97	36.00	5.15	1.027	0.305
Entrepreneurial Aspirations	175.92	27.57	179.68	25.04	2.363	0.028*

Source: Computed Data

Note: 1. * denotes significant at 5% level.

Since the 'p' value is less than 0.05, the null hypothesis is rejected at 5% level of significance with regard to creative thinking, leadership, commitment and entrepreneurial aspirations. Hence there is a significant difference among the male and female students with regard to creative thinking, leadership, commitment and entrepreneurial aspirations. Based on Duncan Multiple Range Test (DMRT) the male students are significantly differs with the female students on creative thinking.

Based on Duncan Multiple Range Test (DMRT) the female students are significantly differs with the male students on leadership, commitment and entrepreneurial aspirations.

Since the 'p' value is greater than 0.05, the null hypothesis is accepted at 5% level of significance with regard to communication skills and achievement motivation. Hence there is no significant difference among male and female students with respect to communication skills and achievement motivation. It is inferred that gender group is not a significant variable influencing the communication skills and achievement motivation among arts and science college students. It is concluded that no significant difference among male and female arts and science college students with respect to communication skills and achievement motivation.

Education of Arts and science college students and Entrepreneurial Aspirations Factors:

UG and PG arts and science college students have influenced by different entrepreneurial aspirations factors namely creative thinking, leadership, commitment, communication skills and achievement motivation at different level. While PG arts and science college students have highly influenced by different entrepreneurial aspirations factors and UG arts and science college students have influenced by different entrepreneurial aspirations factors at low level. Hence an attempt has been made to find out whether there is a significant difference among UG and PG arts and science college students with reference to the entrepreneurial aspirations factors.

The following null hypothesis was framed for finding out the significant difference among UG and PG arts and science college students with respect to the entrepreneurial aspirations factors.

H₀: There is no significant difference among the education of students with respect to the entrepreneurial aspirations factors

The following table shows the result of ‘t’ test for significant difference among UG and PG arts and science college students with respect to the entrepreneurial aspirations factors.

Table 3: Test for Significant difference among the education of students with respect to the entrepreneurial aspirations factors

Entrepreneurial Aspirations Factors	Education				t Value	p Value
	UG		PG			
	Mean	SD	Mean	SD		
Creative thinking	34.94	7.61	34.27	6.37	0.600	0.549
Leadership	35.44	6.46	33.88	7.05	1.592	0.112
Commitment	36.16	6.11	38.58	11.96	2.241	0.026*
Communication skills	36.18	6.13	34.94	7.13	1.317	0.189
Achievement motivation	35.72	5.77	36.05	6.67	0.377	0.706
Entrepreneurial Aspirations	178.35	25.72	177.74	28.34	0.155	0.877

Source: Computed Data

Note: 1. * denotes significant at 5% level.

Since the ‘p’ value is less than 0.05, the null hypothesis is rejected at 5% level of significance with regard to commitment factor. Hence there is a significant difference among the UG and PG arts and science college students with regard to commitment. Based on Duncan Multiple Range Test (DMRT) the PG students are significantly differs with the UG students on Commitment.

Since the ‘p’ value is greater than 0.05, the null hypothesis is accepted at 5% level of significance with regard to creative thinking, leadership, communication skills, achievement motivation and entrepreneurial aspirations. Hence there is no significant difference among UG and PG students with respect to creative thinking, leadership, communication skills, achievement motivation and entrepreneurial aspirations. It is inferred that education is not a significant variable influencing the creative thinking, leadership, communication skills, achievement motivation and entrepreneurial aspirations among college students.

Correlation Analysis on emotional intelligence and entrepreneurial aspirations:

The correlation coefficient between Self Awareness and Entrepreneurial Aspirations is 0.483, which indicate 48.3 percentage positive relationships between Self Awareness and Entrepreneurial Aspirations and is significant at 1% level. The correlation coefficient between Self Management and Entrepreneurial Aspirations is 0.440, which indicate 44.0% positive relationships between Self Management and Entrepreneurial Aspirations and is significant at 1% level. The correlation coefficient between Self Motivation and Entrepreneurial Aspirations is 0.480, which indicate 48.0 percentage positive relationships between Self Motivation and Entrepreneurial Aspirations and is significant at 1% level. The correlation coefficient between Social Skills and Entrepreneurial Aspirations is 0.430, which indicate 43.0% positive relationships between Social Skills and Entrepreneurial Aspirations and is significant at 1% level. The correlation coefficient between Relationship Management and Entrepreneurial Aspirations is 0.410, which indicate 41.0% positive relationships between Relationship Management and Entrepreneurial Aspirations and is significant at 1% level and similarly the correlation coefficient between Empathy and Entrepreneurial Aspirations is 0.632, which indicates 63.2% positive relationships between Empathy and Entrepreneurial Aspirations and is significant at 1% level.

Table 4: Pearson’s correlation coefficient between Emotional Intelligence and Entrepreneurial Aspirations

Emotional Intelligence Factors	Entrepreneurial Aspirations
Self Awareness	0.483**
Self Management	0.440**
Self Motivation	0.480**
Social Skills	0.403**
Relationship Management	0.410**
Empathy	0.632**

Note: ** - Indicates significance at 1%.

Table 5: Pearson Correlation Coefficient between factors of entrepreneurial aspirations

Factors	Creative thinking	Leadership	Commitment	Communication skills	Achievement motivation
Creative thinking	1.000	0.601**	0.433**	0.589**	0.382**
Leadership		1.000	0.481**	0.683**	0.484**
Commitment			1.000	0.551**	0.401**
Communication skills				1.000	0.486**
Achievement motivation					1.000

Note: ** Denotes significance at 1% level

The correlation coefficient between creative thinking and leadership is 0.601, which indicates 60.1 percentage positive relationships between creative thinking and leadership and it is significant at 1% level. The correlation coefficient between creative thinking and commitment is 0.433, which indicates 43.3 percentage positive relationships between creative thinking and commitment and it is significant at 1% level. The correlation coefficient between creative thinking and communication skills

is 0.589, which indicates 58.9 percentage positive relationships between creative thinking and communication skills and it is significant at 1% level. The correlation coefficient between creative thinking and achievement motivation is 0.382, which indicates 38.2 percentage positive relationships between creative thinking and achievement motivation and it is significant at 1% level and similarly the other factors are positively correlated with each other.

Multiple regression analysis of entrepreneurial aspirations on factors influencing emotional intelligence:

Here, the dependent variable is Entrepreneurial Aspirations. Independent variables are Self Awareness, Self Management, Self Motivation, Social Skills, Relationship Management and Empathy and analysis are discussed as follows:

- Dependent variable : Entrepreneurial Aspirations (Y)
 Independent variables : 1. Self Awareness (X₁)
 2. Self Management (X₂)
 3. Self Motivation (X₃)
 4. Social Skills (X₄)
 5. Relationship Management (X₅)
 6. Empathy (X₆)

- The Multiple R value : 0.917
 The R Square value : 0.815
 The F value : 65.032
 The P value : <0.000**

Table 6: Variables in the Multiple Regression Analysis

Variables	Un standardized Co-efficient		Standardized Co-efficient	t value	P value
	B	Std Error	Beta		
Constant	31.848	7.944		4.009	.000**
X ₁	.676	.197	.149	3.431	.001**
X ₂	.696	.175	.170	3.965	.000**
X ₃	.506	.205	.113	2.473	.014*
X ₄	.188	.173	.048	1.085	.278
X ₅	.355	.174	.087	2.044	.042*
X ₆	1.701	.192	.406	8.854	.000**

Note: ** - Indicates significance at 1%. Source- processed secondary data
 * - Indicates significance at 5%.

The anticipated standards are obtained as a linear combination of Self Awareness (X₁), Self Management (X₂), Self Motivation (X₃), Social Skills (X₄), Relationship Management (X₅), and Empathy (X₆). The multiple correlation coefficient value of 0.917 represents that the association between Entrepreneurial Aspirations and the six independent variables is quite robust and constructive.

The value of **R square** is 0.815 and significant at 1 % level, means that about 81.50% of the variation in Entrepreneurial Aspirations is explained by the estimated SRP that uses Self Awareness, Self Management, Self Motivation, Social Skills, Relationship Management and Empathy, as the independent variables.

The Multiple Regression Equation is

$$Y = 31.848 + 0.676 X_1 + 0.696 X_2 + 0.506 X_3 + 0.188 X_4 + 0.355 X_5 + 1.701 X_6$$

Here the coefficient of X_1 is 0.676 and significant at 1% level, represents the partial affect of Self Awareness on Entrepreneurial Aspirations, holding the other variables as constant. The proposed optimistic sign implies that such effect is optimistic that entrepreneurial aspirations would rise by 0.676 for every unit rise in Self Awareness. The coefficient of X_2 is 0.696 and significant at 1% level, denote the partial effect of Self Management on Entrepreneurial Aspirations, holding the other variables as constant. The projected positive sign implies that such effect is positive that Entrepreneurial Aspirations would increase by 0.696 for every unit increase in Self Management. The coefficient of X_3 is 0.506 and significant at 5% level represents the partial effect of Self Motivation on Entrepreneurial Aspirations, holding the other variables as constant. The projected positive sign implies that such effect is positive that Entrepreneurial Aspirations would increase by 0.506 for every unit increase in Self Motivation. The coefficient of X_4 is 0.188 and not significant at 5% level; represent the partial effect of Social Skills on Entrepreneurial Aspirations, holding the other variables as constant. The estimated positive sign implies that such effect is positive that Entrepreneurial Aspirations would increase by 0.188 for every unit increase in Social Skills. The coefficient of X_5 is 0.355 and significant at 1% level represents the partial effect of Relationship Management on Entrepreneurial Aspirations, holding the other variables as constant. The projected positive sign implies that such effect is positive that Entrepreneurial Aspirations would increase by 0.355 for every unit increase in Relationship Management. The coefficient of X_6 is 1.701 and significant at 1% level, represents the partial effect of Empathy on Entrepreneurial Aspirations, holding the other variables as constant. The projected positive sign implies that such effect is positive that Entrepreneurial Aspirations would increase by 1.701 for every unit increase in Empathy.

Based on standardized co-efficient, Empathy (0.406) is the most important factor to extract Entrepreneurial Aspirations, followed by Self Management (0.170), and Self Awareness (0.149).

SUGGESTIONS:

- ✓ Steps are to be taken to teach the components of Emotional intelligence as a continuous process from standard 6 to higher secondary level at various stages.
- ✓ The college authorities are to follow a fool proof feedback mechanism to identify the difficulties in the practice of Emotional Intelligence for their students.
- ✓ The college management has to actively involve the parents of the students as partners for the effective introduction, implementation, improvisation and practice of Emotional skills to the students.

CONCLUSION:

Result of the study shows that the emotional intelligence having a positive impact on the entrepreneurial aspirations of the arts and science college students. The study was based on the quantitative analysis and it is also investigated that there is a significant relationship between the emotional intelligence and entrepreneurial aspirations. The result of the research has suggested that those students having high degree of emotional intelligence having experience with good entrepreneurial aspirations and the students with the lower degree of emotional intelligence having poor entrepreneurial aspirations. Educationalists are realizing that such skills like emotional intelligence can play a vital role in entrepreneurial aspirations.

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