Abstract

The issue of unemployment rate among the students in India has become a worrying trend. Prime Minister Mr. Narendra Modi has also promoted entrepreneurship as he has announced a new campaign ‘Start-up India; Stand up India’ to promote bank financing for start-ups and offer incentives to boost entrepreneurship and job creation. There is a need to develop entrepreneurs out of the young generation and lead them to choose self-employment as a career option. The present study showed that the relationship between emotional intelligence and entrepreneurial self-efficacy among management students. We evaluated 65 MBA students which were randomly selected from Anand Management College and Hindustan institute of technology and management in Agra. The findings of the study showed that level of emotional intelligence of students was more than medium but not high. Chi-square value was rejected the all null hypotheses it means that emotional intelligence and entrepreneurial self-efficacy were not independent they have significant association to each other. This is where emotional intelligence could play a major role in developing effective entrepreneurial self-efficacy among students so that they become job generators in instead of job seekers. More future research in this direction will bring more useful information and will prove more beneficial for the entrepreneurship development.
I. INTRODUCTION

The issue of unemployment rate among the students in India has become a worrying trend. The only method to provide solution to this problem is the expansion of small-scale sectors which pay about 40 per cent of the GDP. This is estimated to produce maximum employment with considerably low investment. Hence, there is an essential to develop entrepreneurs out of the young age group and lead them to choose self-employment as a career decision. Starting up any entrepreneurial activities does not occur spontaneously. Some students become entrepreneurs who run their own business activities but most of the students do not get themselves involved in any business. What is the difference between these two groups of students? Could it be their backgrounds, personalities, attitudes, behaviours, skills, supports, or could it be their emotional intelligence? The aim of this study is to evaluate the relation between emotional intelligence, entrepreneurial self-efficacy of management students.

1.1 Emotional Intelligence

The term emotion is derived from Latin word movere which means to move, to stir of, or to agitate. Emotional intelligence means that being aware of emotions and how can affect 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: finding emotions, expending emotions, understanding emotions and adaptable emotions. Emotional intelligence consequently squashes two aspects of intelligence such as intrapersonal means that Understanding yourself, your feeling, intentions, emotions, behaviour and all and interpersonal means that Understanding others and their feelings. (Golemen, 2001)

1.2 Models of emotional intelligence

### Ability model (Mayer and Salovey in 1997)
- Perception, appraisal and expression of emotions
- Integrating emotion
- Understand and analysis emotions
- Regulation of emotion.

### Mixed model (Bar-on' in 1997)
- Intra-personal skills
- Inter-personal skills
- Adaptability
- Stress management
- General mood

### Mixed model (Danial Goleman in 2001)
- Self-awareness,
- Self-management Social awareness
- Relationship management.


1.3 Entrepreneurial Self-Efficacy

Entrepreneurship is the main source of employment, economic growth, revolution, campaign of products and service quality, competition, and cost-effective flexibility of today’s society. Entrepreneurial self-efficacy is defined as an individual’s assurance in
his or her capability to effectively accomplish entrepreneurial roles and tasks. Entrepreneurial self-efficacy is also defined as a construct measuring a person’s belief in his ability to successfully launch an entrepreneurial venture. The measure of entrepreneurial self-efficacy has been widely adopted for identifying entrepreneurial intentions and consequently entrepreneurial conduct, and for investigating how education and training can be used to improve entrepreneurial action. There are four dimension of entrepreneurial efficacy that are drawn upon the work of De Noble et al. (1999) and Chen et al. (1998) such as opportunity-identification self-efficacy, relationship self-efficacy, managerial self-efficacy and tolerance self-efficacy.

II. LITERATURE REVIEW

- (Rahman, 2012) have analysed that emotional intelligence and job performance have significant relationship. In addition, emotional intelligence has two dimension mostly affected to job performance i.e. regulation appraisal emotion and usage of emotion. The result of the study showed that moderator variable gender have not association between the emotional intelligence and Job performance.

- (Taha, 2013) have revealed that there has significant relationship between emotional intelligence and decision-making strategy in Kerman's governmental organizations. The Results showed that emotional intelligence, self-motivation, self-control, and communication skills have most influence on logical strategy. Therefore, self-motivated individuals have used mostly logical strategy in making their decisions. While self-aware, self-controlled having social intelligence individuals have used emotional strategy in making their decisions.

- (Stough, 2011) have observed that Workplace Culture SUEIT have predicted job satisfaction and organizational commitment. Additionally, trustworthiness of the team leader has found significantly correlated to dimensions of group level Emotional intelligence, job satisfaction and organizational commitment. It has determined that the Workplace Culture SUEIT is a suitable tool for measuring group level Emotional intelligence. Moreover, it has showed that there has significant relationship between group level Emotional intelligence and leader-member trust.

- (Singh, 2010) has suggested that emotional intelligence has significantly related with the personal competencies of employees and the variables of personal competency namely, people success, system success and self-success have a predictive relationship with emotional intelligence.

- (Kumar, 2009) in this journal the research indicates that emotional intelligence has an impact on the performance level of the managers and supervisors. The managers and supervisors show lower level of performance in the organization. The company has to take measures to upgrade their technical and soft skills to enhance their performance on the job. The managers show lower level of emotional intelligence in key areas that is achievement drive, teambuilding, flexibility and adaptability, as these factors are very much critical for the job
Monika Agarwal, Dr. Akshay Kumar Satsangi :: A Study on Emotional Intelligence and Entrepreneurial Self-Efficacy among Management Students in India

- (Gordana, 2013) have identified that Entrepreneurial self-efficacy (SE) has considered to be the most significant single predictor of entrepreneurial intentions and behaviour. In this study, they tested 169 students of the final year of studying entrepreneurial economics around finishing the study with two different measures of ESE - one general and one specific, which examines self-assessment of specific business knowledge and skills.

- (Miha, 2013) have assumed that not only entrepreneurial curiosity but also entrepreneurial self-efficacy is a good forecaster for entrepreneurial intentions. Entrepreneurial self-efficacy recreates the confidence to individuals and allows them to successfully complete various tasks of entrepreneurial. Meanwhile entrepreneurial curiosity is related to exploring new things that could create extra profit, nearby interest for a competition and about company improvements. They have suggested that without entrepreneurial curiosity also entrepreneurial self-efficacy we cannot generate good entrepreneurial results.

- (Cardon, 2009) in this paper the researchers have provided the definition of entrepreneurial self-efficacy and discover the role of entrepreneurial self-efficacy in the periods of a business start-up process. They included the particular characteristic of entrepreneurship to which self-efficacy is used, whether to business start-up or business development activities, the contented of self-efficacy beliefs and the valence of entrepreneurial self-efficacy beliefs.

- (Barbosa, 2007) in this study they have examined cognitive style and risk preference have affects entrepreneurial seeking self-efficacy. The results showed that individuals with a high risk preference have higher levels of entrepreneurial intentions.

- (Sellah, 2015) in this paper the researchers have examined the emotional intelligence, innovativeness and entrepreneurial success. The results indicate that positive emotional intelligence can increase innovativeness and enhance entrepreneurial success. Only regulation of emotion in others has seem to be the most important aspect however other emotional intelligence elements have seem to be less pertinent to innovativeness and entrepreneurial success.

- (Andreea Mortana, 2014) in the study the researchers have explained that the mediating part of entrepreneurial self-efficacy in the relationship between emotional intelligence and entrepreneurship intentions. The results indicate that two aspects of emotional intelligence, regulation and application of emotions have positively interrelated entrepreneurial self-efficacy. The perception of self-efficacy mediates the association between emotional intelligence and entrepreneurship intentions.

- (Premuzic, 2011) have observed the association between individual differences, Emotional Intelligence and entrepreneurship. In this study, the researchers examine whether Emotional intelligence predicts entrepreneurship. Higher trait Emotional intelligence have connected to entrepreneurial behaviours and entrepreneurial success, they have find out the relationship between emotional intelligence,
personality trait of Core Self-Evaluations, demographic factors, and individual dissimilarities in entrepreneurial behaviour. The Results showed that emotional intelligence predicted only some entrepreneurial outcomes beyond other variables examined, and with small influence dimensions.

- (Moustakis, 2009) argue that Emotional intelligence have influence entrepreneurial behaviour in two ways: the first is concluded the self-evaluation of emotional efficacy it means that employees with high self-perceived. Emotional intelligence might exhibit high tolerance to stress and environmental stressors; the second concerns individuals with high Emotional intelligence, who tend to have higher affectivity, informing active and creative moods and so assisting entrepreneurial behaviour.

- (Moustakis, 2008) have indicated that both personal and contextual variables have related with individual entrepreneurial behaviour. Moreover, the findings of the study determined significant negative correlation of Perceived organisation support and organisation tenure on entrepreneurial behaviour.

### III. NEED OF THE STUDY

Now-a-day unemployment is become to be a most important challenge for India in nearby future. Hence, there is an essential to grow entrepreneurs out of the young age group and lead them to select self-employment as a career decision. However, in the past researches linked emotional intelligence with positive workplace effects like job performance and job satisfaction. But studies based on the relationship between emotional intelligence and an individual difference in entrepreneurship has been scarcely examined. Thus, in this research it will be attempt to measure the level of emotional intelligence among the management students, and also to examine the relationship between emotional intelligence and entrepreneurial self-efficacy to better understand the process of entrepreneurship.

### IV. OBJECTIVES OF THE STUDY

1st. To measure the level of emotional intelligence among management students of selected colleges.

2nd. To examine the relationship between emotional intelligence and entrepreneurial self-efficacy among management students of selected colleges.

### V. HYPOTHESES OF THE STUDY

**H₀₁**: There is no significant difference between emotional intelligence levels among management students of selected colleges.

**H₀₂**: There is no significant relationship between Emotional intelligence and Entrepreneurial self-efficacy among management students of selected colleges.

**H₀₂.₁**: There is no significant relationship between self-awareness and Entrepreneurial self-efficacy among management students of selected colleges.
**H₀₂.₂:** There is no significant relationship between self-management and Entrepreneurial self-efficacy among management students of selected colleges.

**H₀₂.₃:** There is no significant relationship between social awareness and Entrepreneurial self-efficacy among management students of selected colleges.

**H₀₂.₄:** There is no significant relationship between social skills and Entrepreneurial self-efficacy among management students of selected colleges.

### VI. RESEARCH METHODOLOGY

1. **Conceptual Framework of the Study**
   
   **EMOTIONAL INTELLIGENCE**
   
   ![Diagram of Emotional Intelligence Framework]

2. **Sample Size and Sampling Technique**
   
   A total of 65 students were randomly adopted from management department.

3. **Scope of the Study**
   
   The study restricted only management students of selected colleges (AEC & HITM) in Agra district.

4. **Data Collection**
   
   Both primary and secondary data have been used. Primary data have been collected with the help of a self-structured questionnaire and for Secondary Data was collected from different sources such as Journals, magazines, books, periodicals, reports, newspapers, and websites and online resources.

5. **Tools and Techniques**
   
   The emotional intelligence questionnaire and his four dimension such as self-awareness, self-management, social awareness and social skills develop by Danial Goleman, Boyatziss & McKee,(2002). The entrepreneurial self-efficacy questionnaire was developed by De Noble, A., Jung, D. and Ehrlich, S. (1999) and Chen, C.C., Greene, P.G. and Crick, A. (1998). In which the researcher used 9 questions. All questions consisted of Five Point Rating Scale such as 1=strongly disagree, 2=disagree, 3= neither agree nor disagree, 4=agree and 5=strongly agree. To test the given hypotheses and survey findings scientifically data has been
analysed by using appropriate statistical methods like such as reliability statistics
one sample t-test Chi-square test. The data were analysed by using Ms excel
Statistical Package for Social Sciences (SPSS) 20.0.

VII. ANALYSIS AND RESULT

Table 1: Descriptive Statistics and Alpha Coefficients, correlation of the Variables of Entrepreneurial self-efficacy and Emotional Intelligence

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self-awareness</td>
<td>65</td>
<td>3.81</td>
<td>.933</td>
<td></td>
<td>.566**</td>
<td>1</td>
<td></td>
<td>.888</td>
<td></td>
</tr>
<tr>
<td>2. Self-management</td>
<td>65</td>
<td>3.73</td>
<td>.734</td>
<td></td>
<td></td>
<td>.571**</td>
<td>1</td>
<td></td>
<td>.702</td>
</tr>
<tr>
<td>3. Social awareness</td>
<td>65</td>
<td>3.76</td>
<td>.897</td>
<td></td>
<td>.582**</td>
<td>.615**</td>
<td>.647**</td>
<td>1</td>
<td>.758</td>
</tr>
<tr>
<td>4. Social skills</td>
<td>65</td>
<td>3.80</td>
<td>.887</td>
<td></td>
<td>.542**</td>
<td>.674**</td>
<td>.697**</td>
<td>1</td>
<td>.883</td>
</tr>
<tr>
<td>5. Entrepreneurial self-efficacy</td>
<td>65</td>
<td>3.64</td>
<td>.818</td>
<td></td>
<td>.588**</td>
<td>.597**</td>
<td>.647**</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

** Correlation is Significant At the 0.01 Level (2-Tailed)

Source: Primary Survey

Interpretation: The data were analysed by the help of SPSS version 20.0. Table 1 shows the descriptive statistics (N, means [M], standard deviations [SD]) and alpha coefficients (reliability) of the measures of entrepreneurial self-efficacy and emotional intelligence. The reliability of many aspects of emotional intelligence and entrepreneurial self-efficacy varies from .70 to .88 was found to be satisfactory for the present work. The intra correlation matrix indicated significant positive correlation between emotional intelligence dimensions and entrepreneurial self-efficacy.

7.1 Testing H01 using one Sample Test

H01: There is no significant difference between emotional intelligence levels among management students of selected colleges.

Table 2: Descriptive statistics of level of emotional intelligence

<table>
<thead>
<tr>
<th>One-Sample Statistics</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional intelligence</td>
<td>65</td>
<td>3.6769</td>
<td>.68711</td>
<td>.08523</td>
</tr>
</tbody>
</table>

Table 3 : One sample test of level of emotional intelligence

<table>
<thead>
<tr>
<th>Test Value = 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
</tr>
<tr>
<td>----</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Emotional intelligence</td>
</tr>
</tbody>
</table>

Source: Primary Survey

Interpretation: In which Mean of Emotional Intelligence (M=3.676, SD=.6871) was Upper than the Normal Emotional Intelligence Level of 3.0 so null hypothesis is rejected and alternative hypothesis is accepted. Statistically Significant Mean Difference of 0.676, 95% CI, t (64) =7.94
7.2 Testing $H_02$ using Chi-Square Test

This hypothesis is also confined to this parameter. To test this hypothesis, the researcher has applied chi-square test on a matrix of 2x2. The researcher has converted this five point scale into two segments i.e. high and low for proper testing of chi-square. $H_02$: There is no significant relationship between Emotional intelligence and Entrepreneurial self-efficacy among management students of selected colleges.

<table>
<thead>
<tr>
<th>Row</th>
<th>Column</th>
<th>Observed Frequency</th>
<th>Expected frequency Row total*column total/ grand total</th>
<th>o-e</th>
<th>$(o-e)^2$</th>
<th>$(o-e)^2/e$</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>2</td>
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<td>12.9</td>
<td>-7.9</td>
<td>62.41</td>
<td>4.8</td>
</tr>
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<td>2</td>
<td>1</td>
<td>11</td>
<td>18.9</td>
<td>-7.9</td>
<td>62.41</td>
<td>3.3</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>19</td>
<td>11.07</td>
<td>7.9</td>
<td>62.41</td>
<td>5.6</td>
</tr>
</tbody>
</table>

Source: Primary Survey

Interpretation: At 5% significance level with one (1) degrees of freedom, the table value or the critical value of chi-square is 2.706. The computed value of chi-square is 16.5, which is greater than the table value, hence, falls in the region of rejection. Thus, the researcher rejects the null hypothesis and concludes that emotional intelligence and Entrepreneurial self-efficacy are significant relationship to each other.

$H_{02.1}$: There is no significant relationship between self-awareness and Entrepreneurial self-efficacy among management students of selected colleges.

<table>
<thead>
<tr>
<th>Row</th>
<th>Column</th>
<th>Observed Frequency</th>
<th>Expected frequency Row total*column total/ grand total</th>
<th>o-e</th>
<th>$(o-e)^2$</th>
<th>$(o-e)^2/e$</th>
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<tr>
<td>1</td>
<td>1</td>
<td>30</td>
<td>24.8</td>
<td>5.2</td>
<td>27.04</td>
<td>1.09</td>
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<tr>
<td>1</td>
<td>2</td>
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<td>10.2</td>
<td>-5.2</td>
<td>27.04</td>
<td>2.65</td>
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<td>2</td>
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<td>16</td>
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<td>27.04</td>
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<td>2</td>
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<td>8.8</td>
<td>5.2</td>
<td>27.04</td>
<td>3.07</td>
</tr>
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</table>

Source: Primary Survey

Interpretation: At 5% significance level with one (1) degrees of freedom, the table value or the critical value of chi-square is 2.706. The computed value of chi-square is 8.08, which is greater than the table value, hence, falls in the region of rejection. Thus, the researcher rejects the null hypothesis and concludes that self-awareness and Entrepreneurial self-efficacy are significant relationship to each other.

$H_{02.2}$: There is no significant relationship between self-management and Entrepreneurial self-efficacy among management students of selected colleges.
Table 6: Calculation of chi-square test self-management and Entrepreneurial self-efficacy

<table>
<thead>
<tr>
<th>Row</th>
<th>Column</th>
<th>Observed Frequency</th>
<th>Expected frequency</th>
<th>o-e</th>
<th>(o-e)^2</th>
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<tbody>
<tr>
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<td>1</td>
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<td>8</td>
<td>14.4</td>
<td>-6.4</td>
<td>40.96</td>
<td>2.8</td>
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<td>2</td>
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<td>11</td>
<td>17.4</td>
<td>-6.4</td>
<td>40.96</td>
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<tr>
<td>2</td>
<td>2</td>
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<td>11.6</td>
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<td>40.96</td>
<td>3.5</td>
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<td></td>
<td>10.6</td>
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</tbody>
</table>

Source: Primary Survey

Interpretation: At 5% significance level with one (1) degrees of freedom, the table value or the critical value of chi-square is 2.706. The computed value of chi-square is 10.6, which is greater than the table value, hence, falls in the region of rejection. Thus, the researcher rejects the null hypothesis and concludes that self-management and Entrepreneurial self-efficacy are associated to each other.

H₀: There is no significant relationship between social awareness and Entrepreneurial self-efficacy among management students of selected colleges.

Table 7: Calculation of chi-square test Social-awareness and Entrepreneurial self-efficacy

<table>
<thead>
<tr>
<th>Row</th>
<th>Column</th>
<th>Observed Frequency</th>
<th>Expected frequency</th>
<th>o-e</th>
<th>(o-e)^2</th>
<th>(o-e)^2/e</th>
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<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>13.4</td>
</tr>
</tbody>
</table>

Source: Primary Survey

Interpretation: At 5% significance level with one (1) degrees of freedom, the table value or the critical value of chi-square is 2.706. The computed value of chi-square is 13.4, which is greater than the table value. Thus, the researcher rejects the null hypothesis and concludes that social-awareness and Entrepreneurial self-efficacy is connected to each other.

H₀: There is no significant relationship between Social skills and Entrepreneurial self-efficacy among management students of selected colleges.

Table 8: Calculation of Chi-square test social skills and Entrepreneurial self-efficacy

<table>
<thead>
<tr>
<th>Row</th>
<th>Column</th>
<th>Observed Frequency</th>
<th>Expected frequency</th>
<th>o-e</th>
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<tr>
<td>1</td>
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<td></td>
<td>12.16</td>
</tr>
</tbody>
</table>

Source: Primary Survey
Interpretation: At 5% significance level with one (1) degrees of freedom, the table value or the critical value of chi-square is 2.706. The computed value of chi-square is 12.16, which is greater than the table value. Thus, the researcher rejects the null hypothesis and concludes that social skills and Entrepreneurial self-efficacy are interconnected to each other.

VIII. FINDINGS OF THE STUDY

i.) In the first hypotheses, it is found that level of emotional intelligence among management students is more than medium but not high on the basis of the result of the one sample t-test. Students were high on self-awareness and social skills.

ii.) In the second hypothesis chi-square test showed that all null hypotheses were rejected because of Calculated Value is more than Table Value concludes that emotional intelligence his dimensions and Entrepreneurial self-efficacy are not independent to each other. To summarize on the basis of this test of independence, there is a significant relationship between the two variables.

iii.) The intra correlation matrix indicated significant positive correlation between emotional intelligence and entrepreneurial self-efficacy. Significant Positive correlation were found not only between social awareness and Entrepreneurial self-efficacy but also between social skills and Entrepreneurial self-efficacy, followed by self-awareness, self-management and Entrepreneurial self-efficacy. The relationships between these variables were also positive.

iv.) Self-awareness, self-confidence, accurate self-assessment and individual personal power influenced Entrepreneurial self-efficacy.

v.) Self-management like positive thinking positively affected Entrepreneurial self-efficacy.

vi.) Social-awareness skills such as to intellect, understand, and respond to others' emotions while understand social systems positively influenced and Entrepreneurial self-efficacy.

vii.) Social-skills are such as to motivate, guidance, and improve others while managing clash positively influenced Entrepreneurial self-efficacy.

IX. CONCLUSION AND SUGGESTIONS

In this way one can say that Emotional intelligence plays a very important role Entrepreneurial self-efficacy. In Research presented here in indicates that Emotional intelligence and his dimensions are positively correlated with entrepreneurial self-efficacy. The result of the study provide the evidence that students are more likely to act entrepreneurially, when they are high in emotional intelligence and his dimensions such as self-awareness, self-management, social awareness and social skills. Colleges should take up the initiative of improving and enhancing the emotional intelligence of their students. We have to try to make ability to reduce negative emotions or to manage effectively our own negative emotions so that they do not overwhelm us and affect our
judgments. Colleges should take up the initiative of improving and enhancing the emotional intelligence of their students. This can be done by designing and providing effective training to their students. This will help enhance the skills of the students with regard to “self-awareness” self – awareness forms the most critical element of emotional intelligence. High self – awareness helps an individual to monitor the action. We should try to manage fear of rejection in which we think about multiple alternatives for the one situation, so that no matter what happens, you need solid alternative going forward. We should try to boost the capacity to stay calm and cope stress in which we should try to reduce the negative stress i.e., nervousness, anxiety, depression, fear, through exercise. We should to stay proactive rather than reactive in the face of a problematic person. We should try to develop the ability to express friendly emotions in close personal relation so that it is healthful and fruitful and being able to respond positively when the other individual does the alike.

X. REFERENCES


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