

# Impact of TEI (Trait Emotional Intelligence) on Adaptability of Gen Z Management Students

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## Abstract

There has been so much study undertaken worldwide about the positive impact of the emotional intelligence of a person. This study investigated the impact of trait emotional intelligence profile on the adaptability of 141 Gen Z management students in Bangalore. Using the trait emotional intelligence questionnaire it was hypothesized that there is a strong correlation between adaptability of students and their trait EI.

**Keywords:** Adaptability, Gen Z, Trait Emotional Intelligence Questionnaire

## 1. Introduction

Ever since the emergence of the concept of emotional intelligence much has been studied about the topic and worldwide research had highlighted the positive impact of high emotional intelligence on the individuals' personal and professional well being. Among the currently available three models of emotional intelligence namely, the ability model, mixed model, and the trait model, the trait model looks into the individuals own perception of their emotional abilities. The study was conducted in Bangalore, the capital city of Karnataka. Factors such as being the IT capital of the country, the city with the highest number of colleges, affordability, good start-up ecosystem, yearlong good weather and its cosmopolitan culture had made Bangalore a much sort after city to pursue higher education. Most of the Business Schools have a mixture of students from different cultural backgrounds across India. Many a students pursue their

post-graduation after gaining some work experience. A good number students pursuing higher education in the colleges in Bangalore is from non Karnataka states. The academic success and future career perspectives of the student to a great extent is dependent on the adaptability of the student. The study group chosen belongs to Gen Z.

## 2. Review of Literature

Emotional intelligence is the ability to monitor one's own emotions, consciously regulate emotions once they are recognized, identify and interpret the emotions of others, and respond to all emotional cues in an appropriate manner (Mayer & Salovey, 1997). Trait emotional intelligence (trait EI) refers to a collection of emotional self-perceptions located at the lower levels of personality hierarchies. (Petrides, Pita & Kokkinaki, 2007). The trait EI construct provides a comprehensive operationalization of the

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affect-related aspects of personality namely well being, emotionality, self control, sociability and adaptability which lies wholly outside the taxonomy of human cognitive ability (Carroll, 1993). As per the trait model individual has self perception of one's emotional abilities and can utilise these perceptions for good interaction with others. (Petrides & Kokkinaki, 2007). The research related to emotional intelligence has been split into the perspectives of emotional competencies and their measurement (Mikolajczak, Luminet, & Menil, 2006), ability models (Mayer & Salovey, 1997) and the trait EI construct having 13-15 emotion-based behavioral dispositions influencing an individual under stressful and demanding situations. The trait test tries to capture the typical performance of an individual (Petrides & Furnham, 2003).

There has been considerable literature on the age range of Gen Z. Generation Z refers to the people born after 1995. (Cilliers, 2017). This research subject aims at obtaining an answer for the following question of whether TEI score is influencing the adaptability of Gen ZMS in addition to self-motivation, self-orientation, stress handling and emotional well being.

Self-motivation is an individual's ability to do what needs to be done, without influence from other people or situations. People with self-motivation tends to find a reason and strength to complete a task, overcoming challenges, without giving up or without external encouragement. Studies show that people with high EQ tend to have a higher level of emotional well being. (Salovey and Mayer, 1990). Students with high emotional intelligence tend to be more self-motivated with a high level of self-efficacy. (Gharetepeh, A., Safari, Y., Pashaei, T., Razaee, M., and Bagher Kajbaf, M.2015). People with high EQ tend to cope up well with stress. (Ramesar, S., Koortzen, P., and Oosthuizen, R.M. 2009). Being adjust to new situations is high in individuals with high emotional intelligence. (Sony, Michael and Mekoth, Nandakumar, 2016). Studies have shown that higher-performing employees are more adaptable (Cullen, Edwards, Casper, and Gue, 2014). The family background and the interaction with the members of a family play a pivotal role in the emotional development of an individual. Students belonging to joint families were emotionally more stable than the ones belonging to nuclear families. (Singh, Ritu and Pant, Kusha and Laitonjam, Valentina

2014) divergent views have been brought in about the correlation of emotional intelligence and the place of origin of an individual. The upbringing is affected by the locality. However, it is generally concluded that there has been no significant correlation between emotional intelligence between the city and rural students. (Khan, Mahmood and Lone, Mohammad Muzzafar. 2015). Individuals from nontechnical educational background tends to have more emotional intelligence than the ones who have technical academic qualifications and emotional intelligence tends to increase with age. (Pooja, Pooja Kumar, Pranab. 2016). Entrepreneurial aspirations are high in Gen Z and there is a high correlation between entrepreneurship and emotional intelligence. (H Fakhr Eldn. 2017). An adaptable individual is able to handle better the uncertainty and stress in workplace and can accommodate well with different geographical relocations of a work environment (Pearlman and Barney, 1998).

### 3. Objectives of the Research

- The objective of the research is to assess the impact of trait EI on the adaptability of Gen Z management students in Bangalore.
- To establish the various factors affecting the trait EI of the students their by influencing the adaptability of the Gen Z management students.

### 4. Hypotheses

H1: There is a significant correlation between student's adaptability and other trait EI factors.

H2: There exists a significant difference between the trait EI factors and demographic profile of the students with respect to adaptability.

H3: There exists a strong correlation between the trait EI factors and family size of the students with respect to adaptability.

### 5. Limitations

The study was conducted only with respect to students from Bangalore wherein the sample population is from only two colleges in the city. Samples could be taken

from the selected colleges in Bangalore or samples from different cosmopolitan cities can be considered. The period of study is also limited to one month (Dec 2019). The respondents were considered only from students pursuing management studies in their higher education. As the demographic profile of Bangalore students is diverse the results cannot be substantiated solely as an indicator of Bangalore.

## 6. Research Methodology

A descriptive research design is adopted in this research. The sample size is 141 and selected using a convenience sampling method.

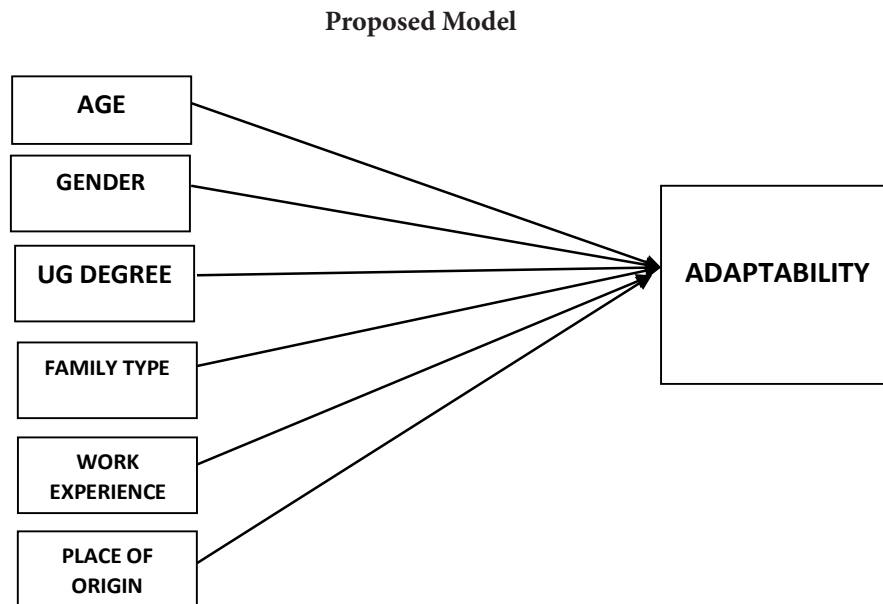
### 6.1 Data Collection

#### 6.1.1 Primary Data

The data were collected by using questionnaire circulated among MBA students in Bangalore, through google forms shared with the students in class after explaining the purpose and the contents in the questionnaire.

#### 6.1.2 Secondary Data

Other secondary data were collected from journals, websites, discussions with students, teachers and other online sources.



The proposed model for the research is stated in the above figure.

## 7. Data Analysis and Interpretation

### 7.1 Descriptive Statistics-frequency Table

Details	Options	Frequency	Percentage
Age in years	20-25	140	99.29
	26-28	1	00.71
	Total	141	100.0

Gender	Male	80	56.7
	Female	61	43.3
	Total	141	100.0
UG Degree	Arts and Science	126	89.4
	Engineering	15	10.6
	Total	141	100.0
Family Type	Nuclear	117	83.0
	Joint Family	24	17.0
	Total	141	100.0
Work Experience	No Work Exp	117	83.0
	0.1 - 1yr	14	9.9
	1.1 - 2yr	10	7.1
	Total	141	100.0
Place of origin	Urban(Metro Cities)	44	31.2
	Semi Urban (Other developed cities)	50	35.5
	Rural (Village/Panchayats)	47	33.3
	Total	141	100.0

## 7.2 Factor Analysis - Found Six Factors

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.894
Bartlett's Test of Sphericity	Approx. Chi-Square	2714.145
	Df	435
	Sig.	.000

<b>Total Variance Explained</b>									
<b>Component</b>	<b>Initial Eigenvalues</b>			<b>Extraction Sums of Squared Loadings</b>			<b>Rotation Sums of Squared Loadings</b>		
	<b>Total</b>	<b>% of Variance</b>	<b>Cumulative %</b>	<b>Total</b>	<b>% of Variance</b>	<b>Cumulative %</b>	<b>Total</b>	<b>% of Variance</b>	<b>Cumulative %</b>
1	11.393	37.975	37.975	11.393	37.975	37.975	6.722	22.406	<b>22.406</b>
2	3.837	12.789	50.764	3.837	12.789	50.764	3.696	12.319	<b>34.725</b>
3	1.624	5.412	56.177	1.624	5.412	56.177	3.232	10.772	<b>45.497</b>
4	1.193	3.975	60.152	1.193	3.975	60.152	2.435	8.115	<b>53.612</b>
5	1.104	3.679	63.83	1.104	3.679	63.83	2.295	7.651	<b>61.263</b>
6	1.032	3.439	67.27	1.032	3.439	67.27	1.802	6.007	<b>67.27</b>
7	0.913	3.044	70.313						
8	0.824	2.747	73.06						
9	0.798	2.659	75.719						
10	0.668	2.226	77.945						
11	0.648	2.159	80.104						
12	0.571	1.902	82.006						
13	0.557	1.857	83.863						
14	0.536	1.786	85.649						
15	0.47	1.567	87.216						
16	0.446	1.486	88.702						
17	0.404	1.347	90.049						
18	0.392	1.308	91.356						
19	0.342	1.141	92.497						

20	0.327	1.09	93.587						
21	0.291	0.968	94.555						
22	0.256	0.854	95.409						
23	0.24	0.799	96.208						
24	0.213	0.71	96.918						
25	0.188	0.627	97.545						
26	0.174	0.579	98.124						
27	0.156	0.52	98.645						
28	0.149	0.496	99.141						
29	0.144	0.48	99.62						
30	0.114	0.38	100						

Extraction Method: Principal Component Analysis.

Rotated Component Matrix <sup>a</sup>						
	Component					
	1	2	3	4	5	6
I can deal effectively with people	.829					
I feel that I have a number of good qualities	.816					
Expressing my emotions with words is not a problem for me.	.783					
On the whole, I'm a highly motivated person	.734					
I believe I'm full of personal strengths.	.680					
I would describe myself as a good negotiator.	.654					
I often find it difficult to show my affection to those close to me.	.654					

I'm usually able to find ways to control my emotions when I want to.	.624					
On the whole, I'm pleased with my life.	.606					
I'm usually able to influence the way other people feel	.599					
I often pause and think about my feelings		.732				
I tend to change my mind frequently		.689				
On the whole, I have a gloomy perspective on most things.		.688				
I find it difficult to bond well even with those close to me.		.672				
I generally don't find life enjoyable		.640				
I tend to "back down" even if I know I'm right.		.623				
I often find it difficult to see things from another person's viewpoint.		.621				
I tend to get involved in things I later wish I could get out of.			.769			
I don't seem to have any power at all over other people's feelings.			.671			
Others admire me for being relaxed.			.602			
Generally, I'm able to adapt to new environments.			.588			
On the whole, I'm able to deal with stress				.859		
Those close to me often complain that I don't treat them right.				.746		
I often find it difficult to adjust my life according to the circumstances				.625		
I normally find it difficult to keep myself motivated.				.436		
I generally believe that things will work out fine in my life.					.704	

I'm normally able to "get into someone's shoes" and experience their emotions					.630	
I usually find it difficult to regulate my emotions						.634
Many times, I can't figure out what emotion I'm feeling						.555
I often find it difficult to stand up for my rights						.544
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.						
a. Rotation converged in 9 iterations.						

### 7.3 Mean Score Analysis

Descriptive Statistics					
Factors Identified	N	Minimum	Maximum	Mean	Std. Deviation
Selfmotivated	141	1.00	7.00	4.4844	1.39316
Selforiented	141	1.00	7.00	3.7447	1.25911
Adaptability	141	1.00	7.00	4.3475	1.47230
Stressful	141	1.00	7.00	3.4025	1.53086
Sociability	141	1.00	7.00	4.6631	1.66207
Emotionality	141	1.00	7.00	3.7825	1.48751
Valid N (listwise)	141				

#### Inference:

Among the trait EI factors, Sociability (4.6631) was found to be having more influence. High mean score says more influence. Sociability (4.6631) is followed by Self-motivation (4.4844) and Adaptability (4.3475). The

other factors Self-orientation, Stressful and Emotionality characteristics were found to be having moderate influence on the Emotional intelligence of management students.



## 7.4 Correlation Analysis between Adaptability and other EI traits

### Inference:

Among the five EI traits, Self motivation recorded a higher positive correlation (.652) followed by Social orientation

(.624) with Adaptability.

Self orientation (.575) have a moderate positive correlation and the remaining traits Stressful (.424) and Emotionality (.426) have lesser positive correlation with Adaptability.

Correlation Analysis with Adaptability with other EI Traits							
		Self Motivated	Self Oriented	Adaptability	Stress Ful	Socialbility	Emotionality
Adaptability	Pearson Correlation	.652**	.575**	1	.424**	.624**	.426**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	141	141	141	141	141	141
**. Correlation is significant at the 0.01 level (2-tailed).							

## 7.5 ANOVA with EI Factors and Age, Qualification, Work Experience and Place of Origin

### Inference:

There exists a significant difference only between the adaptability factor of emotional intelligence with place of origin of management students. The place of origin [Rural or Urban ] is influencing the adaptability of Gen Z management students.

Factors	Age	Qualification	Experience	Place of Origin
Selfmotivated	F (.264) Sig. (.608)	F (3.482) Sig (.064)	F (.220) Sig (.803)	F (1.863) Sig (.159)
Selforiented	F (1.101) Sig (.296)	F (.120) Sig (.730)	F (.715) Sig (.491)	F (.092) Sig (.913)
Adaptability	F (.165) Sig (.685)	F (1.154) Sig (.285)	F (1.002) Sig (.370)	F (3.516) <b>Sig (.032)**</b>
Stressful	F (.569) Sig (.452)	F (1.699) Sig (.195)	F (.918) Sig (.402)	F (.678) Sig (.509)
Sociability	F (.650) Sig (.422)	F (3.355) Sig (.069)	F (.235) Sig (.791)	F (1.145) Sig (.321)
Emotionality	F (2.053) Sig (.154)	F (2.810) Sig (.096)	F (1.034) Sig (.358)	F (2.412) Sig (.093)

There exists no significant influence on adaptability by other trait EI factors.

## 7.6 Independent Sample T Test (EI Factors and Gender and Family Type)

### Inference:

There exists no significant difference between the EI factors (Self motivated, Self oriented, Adaptability, Stressful, Social oriented and Emotionality characteristics) with respect to male and female management students. Gender is not an influencing factor in the adaptability of Gen Z management students.

There exists a significant difference between the selected EI factors (Self-motivated, Adaptability, Emotionality) with respect to management students from nuclear and joint family. The family type is influencing the adaptability of Gen Z management students.

Keeping in mind the results, the students can be motivated towards jobs which require multitasking, spanning across geographical boundaries and working with people from different ethnic backgrounds. The study suggests that students can be given orientation and suggestions regarding the future career roles. Gen Z is positively driving entrepreneurship and sufficient training on this aspect can be included in the courses offered during their education. The online learning market is led by Gen Z shows that they are self motivated and self driven and are willing to explore and learn new things when compared to the previous generations. Since there is a good difference between the adaptability of students from diverse family background, more experiential learning activities involving group work can be introduced during the course of study. Extra care can be taken by the are not influenced by the variables [age, gender, qualification, and work experience].

Factors	Gender	Family Type
Selfmotivated	F (0.661), Sig (.564)	F (0.5996), Sig (.012)**
Selforiented	F (0.774), Sig (.578)	F (2.837), Sig (.36)
Adaptability	F (0.176), Sig (.284)	F (2.107), Sig (.035)**
Stressful	F 0.384), Sig (.917)	F (0.235), Sig (.781)
Socialoriented	F (0.857),Sig (.681)	F (9.452), Sig (.037)**
Emotionality	F (0.445),Sig (.506)	F (0.212), Sig (.004)**

## 8. Results and Discussion (Findings and Suggestions)

Adaptability is an individual's quality. This study is confirming with the earlier studies pointing at good adaptability of Gen Z (Agarwal, Hemlata and Vaghela, Pratiksinh. 2018). Our study is indicating that the family type and the place of origin is influencing the adaptability of Gen Z Management students. The other trait EI factors is not influences by the variables (age, gender, qualification and work experience).

Keeping in mind the results, the students can be motivated towards jobs that require multitasking, spanning across geographical boundaries, and working with people from different ethnic backgrounds. The study suggests that students can be given orientation and suggestions regarding future career roles. Gen Z is positively driving entrepreneurship and sufficient training on this aspect can be included in the courses offered during their education. The online learning market is led by Gen Z shows that they are self-motivated and self-driven and are willing to explore and learn new things

when compared to the previous generations. Since there is a good difference between the adaptability of students from diverse family backgrounds, more experiential learning activities involving group work can be introduced during the course of study. Extra care can be taken by the educators at the beginning of the course of study itself to have knowledge about the family background and place of origin of students to have a better understanding of their behaviour in different curricular and co-curricular activities.

## 9. Conclusion

This study reveals the impact of trait EI on adaptiveness of students. This can suggest to positive interventions that can be carried out during or prior to the course of study of management education. This can help the teachers/counsellors reinforce the positive attributes and explore the possibility of helping the ones with a less trait EI score. Special attention has to be provided to students whose place of origin is rural in terms of academic and emotional mentoring as it can help them to adjust to the urban educational environment.

## 10. Scope for Future Research

In future the study can be extended to students of other faculties. The impact of work experience prior to pursuing a master's programme can be explored. The impact of qualifying academic degree and adaptiveness can be explored in future studies. The validity of the predication can be substantiated if the sample population is studied for a longer duration to assess their well being in actual working environment.

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