CHAPTER-5

CONCLUSION
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5.1 FINDINGS

The present study reveals the following findings:-

5.1.1 The analysis reveals that respondents are from different cross sections of society. They come from all parts of rural as well as urban areas. The sample includes both the genders. It is almost an evenly mixed group and typical of various socio-economic strata of the population. Thus the sample is truly representative of MBA students.

5.1.2 The students have more positive than negative perceptions about the present course. However there is a considerable room for improvement.

5.1.3 The satisfaction level of students on academic aspects such as relevance of course, quality of teaching and overall educational experiences is fairly good. There are certain areas which can be improved in respect of both academics and placement.

5.1.4 After completing MBA course 67.8% respondents opt for a job in the banks or a company, 21% intend to start their own business. 3% are interested in joining teaching profession, and 8% indicated ‘other choice’ as their preferences.

5.1.5 Government/ Deemed University students see better chances of placement as compared to Private University students.

5.1.6 There is no significant difference among the Government/ Deemed and Private Universities regarding development of skills during study programme.
5.1.7 Compared to Government/Deemed university students, Private Universities students’ dissatisfaction level is high as far as opportunities for improvement are concerned.

2. Personality

5.1.8 There is a significant difference among the eight groups in respect of personality.

5.1.9 About 40% students have enterprising and conventional type of personality. They are most suitable for management profession.

5.1.10 There is a positive relationship between personality and emotional intelligence.

5.1.11 There is no significant difference in types of personality of students belonging to Government/Deemed universities and private universities.

5.1.12 There is no significant difference in respect of types of personality of rural and urban students.

3. Risk Taking Ability

5.1.13 There is a significant difference in the Risk Taking Ability amongst the various groups of students.

5.1.14 About 16.25% students are high risk taker, 46.5%, moderate risk takers and 37.25% low risk takers. The analyzed data reveals that students perceive risks differently.

5.1.15 There is no relationship between Risk Taking Ability and personality except among conventional type of persons.

5.1.16 Difference between means of scores of male and female students is significant at 0.05 level.
5.1.17 There is a significant difference in risk taking ability of rural and urban students. Compared to urban students, rural students are more risk-takers. Thus locality of residence has a significant effect on risk-taking ability.

5.1.18 The difference of means between General and Reserved (S/C, S/T, and OBC) categories is not significant at any level.

4. **Emotional Intelligence**

5.1.19 There is a significant difference among various groups in terms of E.I.

5.1.20 Females students tend to be stronger in components like self-awareness, emotional stability, self-development and commitment than male students.

5.1.21 There is a positive relationship between E.I and Personality.

5.1.22 10.5% students have low E.I. 73.75% normal E.I. and only 15.75% posses high E.I.

5.1.23 Except factor E (Managing Relations) there is highly significant difference between other factors of E.I. amongst various groups.

5.1.24 OBC students are high in emotional intelligence than S/C and S/T students. The S/C students are high in emotional intelligence than S/T students.

5.1.25 There is no relationship between various dimensions of E.I. and Risk Taking Ability.

5.1.26 The types of institutions contribute to emotional intelligence of students.
5.2 SUGGESTIONS

Suggestions based on the findings of the present study to design a systematic and comprehensive programme to enhance the personality, risk taking ability and emotional intelligence of management students.

Personality

5.2.1 The students must concentrate on overall personality development rather than just knowledge acquisition. For this a very serious focus on skills and attitude is essential. They should follow ‘ASK’ principle-

- Attitude- Learned inclination to behave in a consistent evaluative manner.
- Skill- Experience or practical ability or tact.
- Knowledge-Familiarity gained by experience or range of information.

As far as students are concerned, effective personality development programme can help the students to face and meet the challenges of the outside world more efficiently and make them to climb up the complicated corporate ladder more smoothly.

5.2.2 The B-schools should take an active initiative and launch a fully dedicated programme for sculpting personalities of students in order to make them fully functional and ready for the next ladder of personal or professional life. The entire programme of personality development must be completely practical. It should be designed to develop the finer, positive facets of personality. Activities may be organized to chisel every aspect of the individual’s personality. By personality development and soft skills learning
for two years, the students should be able to develop and equip themselves with the following-

- Business communication which includes oratory and writing skills in business context.
- Effectiveness in presentation skills.
- High self-esteem in themselves so that they are ready to operate smoothly in the dynamic business environment.
- High self-confidence and flexible optimism which will enable them to take effective part in various selection procedures adopted by the corporate recruiters.
- Skills and attitudes for performing better in the E.I. roles as leaders based on the situations.
- Ability to manage people emotionally and socially in the business environment and cope with pressures and stress of cooperate life.

Thus once the student finishes the programme, he would not only have taken the final step of the course but in reality, it would be the first step in professional life.

**Risk Taking Ability**

5.2.3 Beyond classroom practices, effort should be made to promote risk-taking ability of management students.

5.2.4 B-schools should develop training strategies to improve the risk taking ability of the students. It is not something that can be developed in isolation as an independent phenomenon. Proper training programmes may be designed by taking help from field experts, websites etc.
5.2.5 Factors affecting risk taking ability need to be investigated, identified and promoted in the students. Tools for measuring Risk Taking Ability of professional students may be developed. A standard measure of risk-taking that is valid and reliable is also needed in future studies. Every study reviewed used a different measure of risk-taking. It is difficult to compare the results of studies that measure a concept differently, so a standard measure of risk taking needs to be developed.

5.2.6 Environmental factors have a crucial role in risk-taking. Therefore along with gender and locale, other variables such as socio-economic status, peer relations, social network may also be examined in relation to risk taking.

5.2.7 Simulations can make it possible for students to practice tasks that might otherwise be too expensive and/or dangerous. Students may be encouraged in a simulated world to take risks and learn from them.

5.2.8 A standard measure of risk-taking that is valid and reliable is also needed in future studies. Every study reviewed used a different measure of risk-taking. It is difficult to compare the results of studies that measure a concept differently, so a standard measure of risk taking needs to be developed.

**Emotional Intelligence**

5.2.9 B-school entrance test should also measure emotional intelligence (EQ). While admitting students in management course testing them for emotional intelligence with other abilities can certainly help prepare prospective professionals better to shoulder their future responsibilities.

5.2.10 Students may be taught to take following actions to develop emotional intelligence so that the relationships are more productive-
- Look honestly and commit to specific areas of self-improvement.
- Think through the possible impact of words before speaking.
- Avoid judging the actions of others before knowing all the facts.
- Be consistently and genuinely respectful.
- Curb negative thoughts and work to faster optimism.
- Work at becoming a better listener.
- Agree to disagree with those who have incompatible beliefs.
- Analyze emotions in times of stress, and work to control them.
- Praise others and give credit where it is due.

5.2.11 To enhance the emotional intelligence of the management students it is important to provide them sufficient opportunities as well as support by the B-Schools. The emotional competencies can be developed in students through regular and well-planned emotional educational programs. Series of workshops for the same should be organized and essential participations of each student be ensured. The students should be made aware of the ways to identify and handle their emotions during their course transaction. Management students, in the context of their social as well as professional dealings with others, through recognizing their own emotional intelligence, can easily assess their relative strengths and weaknesses in incorporating professional development and training.

5.2.12 Activities like case studies, interactive discussions, watching videos, role playing may be conducted to build students’ emotional-self. Through each task there is a valuable lesson to be learnt to understand their own emotions.
as well as others, build empathy, talk about their feelings, listen to others and boost their self-esteem.

The following techniques of effective EI management are suggested-

1. Students who want to develop EI must have their thinking, feelings and actions under control.

2. One has to approve and recognize other’s emotions by acceptance, empathy and respect for other’s emotions.

3. Negative emotions should be channelized into positive energy and used constructively.

4. Avoid aggressiveness, criticisms, commands prejudices and the like which would hamper EI.

5. Mingle more with emotionally stable people.

5.2.13 The study of emotional intelligence in relation to scholastic achievement, different demographic factors, cognitive, personality and other variables may be undertaken.

5.2.14 Importance and need of emotional intelligence should be disseminated to parents and members of society through series of lectures and seminars.

5.2.15 Management institutions informs their students about the performance monitoring system wherein the students performance would be judged on their interactions with others adopting the learned EI skills. This for sure would have a snowball effect as others who see their colleagues being rewarded for successfully demonstrating EI skills will be more than willing to start adopting these very skills for themselves. Basically, this will also promote cross-learning and knowledge sharing and creation of healthy
environment wherein competition is healthy and helps in further building up of team spirit.

5.2.16 Pedagogy must receive attention in M.B.A programme. It must help students to become life-long learners and meet the changing needs as well as their expectations. Strategies that may be developed include problems based learning, task based learning, small group and project based learning and peer evaluation. This helps them to have a high EQ.

5.2.17 The innovative use of the computer as a guidance tool from which learners receive assistance is yet another potentially fruitful area of design, development and investigation towards using the computer to support emotional intelligence.

Others

5.2.18 The tools used may be validated further to enhance its applicability.

5.3.19 The replication of the study on a comparatively large sample taken from all regions of the country is also recommended for more generalization of the results.

5.2.20 Instead of the sample of 400, a large sample could be taken from whole of Rajasthan. This would certainly give more dependable and valid results.

5.2.21 Present study is limited to only management students, while teachers, administrators, parents can also be included in the study. If their views are also incorporated the results may be more beneficial.

5.2.22 Only those students should be admitted to M.B.A. course, who are suitable for this profession. So, a proper testing scheme may be made essential to measure desirable abilities, skills, attitudes and interests.
5.2.23 Changes in curriculum may be made to promote employment opportunities, talents and interest of students.

5.2.24 Every B-school must establish a placement cell which will prepare students for choosing a career.

5.2.25 Researches for developing good educational programmes should be invited and promoted. Effective programs should be developed and validated. The contribution this thesis has made to the body of knowledge and further research suggested by the findings of this study are discussed in chapter-8.

5.3 APPLICATION OF THE RESEARCH

The findings of the study may be utilized in various ways. Some of the important applications are stated below:-

5.3.1 Results of the present study would be helpful in selecting the students on the basis of their personality to achieve better in management professional course. Thereby, it would permit the focusing of special attention at training on those who would most likely benefit from it.

5.3.2 The risk taking ability make up of emerging management professionals has to be changed at the student phase itself that would otherwise be replica for management perspectives after entering the industry.

5.3.3 The implication for the B-school is that identifying emotional intelligence of the prospective professionals at the time of selection of students and designing training program for them during the course of study. The time is ripe to include this much talked about concept in practice and harness the potential for benefit of all.
5.3.4 On the basis of the findings of the study female students are also suggested to adopt freely the professions which need emotional intelligence, i.e. education, sales person, insurance agent, business management etc.

5.3.5 Students should be allowed to handle their emotions with their friends and others independently.

5.3.6 Group activities and teamwork which help students develop control over their emotions and handle relationships should be encouraged.

5.3.7 In the recent attempts at upgrading business education curriculum at the university level, only little attention has been paid to EI training. Educators must ensure that university graduates possess the correct combination of expertise and skills, which is extremely important in a global and variable economy.

5.3.8 Professional managers in the business field must have good inter-personnel and EI skills.

5.3.9 Personality and Emotional Intelligence are positively related. It is imperative that the education institutes stay in-tune with the growing needs of the corporate and fine tune the curriculum to improve EI competencies of the business students. The leaders of tomorrow would definitely be called upon to effectively manage the interpersonal and intrapersonal skills which in essence forms the foundation of EI course.

5.4 SCOPE FOR FURTHER STUDIES

In this study the researcher has only traced the type of personality, level of Emotional Intelligence and Risk Taking Ability and their relationship. So it cannot be said to be complete in itself owing to several limitations such as
biased responses, inaccurate information etc. These limitations may spring out from failure of students to respond correctly and honestly and many other latent factors. The following topics may be considered for further study:-

5.4.1 Effect of personality on the adjustment patterns of students.

5.4.2 A critical study of curriculum transaction of M.B.A. programme.

5.4.3 A comparison of IIM and private university students in respect of their self-efficacy.

5.4.4 Emotional Intelligence Vs dropout rate, learning commitment, learning stress and retention rate of school students.

5.4.5 Role of B-schools in developing personality and enhancing Emotional Intelligence and Risk Taking Ability among management students.

5.4.6 The relationship between Personality and Emotional Intelligence.

5.4.7 Emotional Intelligence from the perspective of five-factor theory of personality.

5.4.8 Role of personality as a contributor to risk-taking behaviour.

5.4.9 Entrepreneurship and risk-taking in family firms.

5.4.10 Development and validation of a measure of risk-taking.

5.4.11 A study of experimental activities and classroom instruction regarding risk taking.

5.4.12 A comparison of risk propensity of professional students.

5.4.13 An investigation into the satisfaction of parents with respect to the student’s performance and soft skills development.

5.4.14 Employability attributes and personality preferences of Indian management students
5.4.15 It is also suggested that further research be focused on the following questions:

1. What are the personality traits of management students?
2. Are high levels of emotional intelligence necessary to lead professional learning?
3. What would the results of this study have looked like if a different emotional intelligence instrument, such as EQ-i or personality profile, such as the MBTI has been used?
4. How does emotional intelligence change with experience?
5. What role does the teachers’ emotional intelligence and or personality play in the development of professional learning?
6. Is there a link between teacher’s emotional intelligence, personality and students’ achievement?
7. To what extent could the personality and emotional intelligence jointly contribute to the prediction of academic performance of management students?

5.5 LIMITATIONS OF THE STUDY

1. In this study the researcher has only traced the type of personality, level of Emotional Intelligence and Risk Taking Ability and their relationship. So it cannot be said to be complete in it owing to several limitations such as biased responses, inaccurate information etc. These limitations may spring out from failure of students to respond correctly and honestly and many other latent factors.

2. A limitation of this study is the use of short form of instruments.
3. Having tested our proposition among university management students, the result of this study may not generalize to other subject groups.

4. Self-report risk-taking measure has been used in the study (without giving respondents an actual task that might represent risk-taking). This raises the general concern that self-report measure doesn’t validly measure risk-taking or related construct.