



## Emotional Intelligence and Entrepreneurial Attitude Orientation Among Business Graduates in the United Arab Emirates (UAE)

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**EMOTIONAL INTELLIGENCE AND ENTREPRENEURIAL ATTITUDE  
ORIENTATION AMONG BUSINESS PROGRAM STUDENTS IN UNITED ARAB  
EMIRATES (UAE)**

**Mrs. Anupama**

Abstract

The university phase is reflected an ideal entrepreneurial period, especially for business program students, who pay more attention to entrepreneurship and innovation education. Encouraging the students in cultivation of the emotional intelligence will benefit in improving personal entrepreneurial self-efficacy. This research emphasizes that improving the emotional intelligence of Business Program students can enhance their sense of self-efficacy in entrepreneurship and help students with entrepreneurship and career development. From the previous literatures related to emotional intelligence and entrepreneurship attitude, the objectives of the study were developed i.e. to explore the relationship between Emotional Intelligence among the business students and their Entrepreneurial Attitude Orientation. The research is descriptive. The structured questionnaire was designed to collect data. The population of the study includes the students pursuing the Bachelors degree in Business program in UAE. The researcher hence considered the size of the population to be infinite. The researcher has distributed around 500 structured questionnaires and received back 387 questionnaires. Two stage randomized sampling method was adopted. The statistical tools like Mean, Standard Deviation, and correlation have been used to extract the research. The entrepreneurial awareness among the business students of UAE is found to be below the expected level. The students from the institutions belonging to high entrepreneurial climate group are aware of the entrepreneurial ventures and have a favourable attitude towards entrepreneurial ventures. Attitudinal orientation has a significant impact in identifying and promoting students as entrepreneurs in future. The students with high achievement and commitment are more likely to take up entrepreneurial activity and fostering entrepreneurship is possible through change in curriculum.

Keywords - Emotional Intelligence, Entrepreneurial Attitude Orientation, Business Graduated and United Arab Emirates (UAE), Attitude, Entrepreneurial Thinking, Entrepreneurial Career.

## **Introduction**

Students those who are able to recognize and to manage their emotions effectually, endure a skill known as emotional intelligence. They do better at the educational level rather than the skill acquired by their peers, with respect to the grades and test score (American Psychological Association). Although it is known fact that High IQ and reliable personality are the most import traits required for academic success among students, emotional intelligences has been added on to being the third important factor.

## **Origin of Academic EI**

The conception of Emotional Intelligence in the area of academic research is quite new, dating to the 1990s. Emotional intelligence has become a key area of interest in scientific groups since the publication of it by Goleman in 1995<sup>1</sup>. The initial publications began in 1920 with the work of Edward Thorndike<sup>2</sup> on social intelligence. Describing, defining and assessing socially competent behavior was carried out in many studies. The first instrument aimed to measure socially intelligent behavior among young children was published by Edgar Doll in 1935<sup>3</sup>.

## **Emotional intelligence**

Emotional intelligence (EI) is regarded as the soft skills and a learned capability that results in outstanding performance of an individual. Research evidences that EI is refined over time. The exact sphere to gain EI is through experience. At a very young age, one is intra-personally capable, that can help in leading the future endeavours. Being aware of the strengths and weaknesses along with interpersonally proficiency, helps in climbing the management ladder without much difficulty. One of the variables that impede the development of EI is when the employee fails to recognize and manage his emotions. Moreover, if an employee resists in discovering his intrapersonal and interpersonal skills, he / she cannot impart his share to accomplish organizational goals.

Amongst some of the important emotional competencies trustworthiness i.e. reliability is the most important social skill. Management in the current age does not only

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<sup>1</sup> Goleman, Daniel. (1995), "Emotional intelligence", New York, Bantam Books

<sup>2</sup> Thorndike, E.L. (1920). Intelligence and its use Harper's Magazine, 140, 227-235.

<sup>3</sup> Edgar, A, Doll (1935), "A Genetic Scale of Social Maturity", American Journal of Orthopsychiatry, Wiley Online Library, <https://doi.org/10.1111/j.1939-0025.1935.tb06339.x>

involve academic excellence or high Intelligence Quotient. Trustworthiness is another important factor which is a part of EI's dimensions. Trust is gained by being ethical, empathetic and socially responsible. Social, Cognitive and Emotional Intelligence of the management students can be improved through management development programs. (Boyatzis and Saatchioglu, 2007)<sup>4</sup>. So it becomes mandatory for the Higher Educational Students who have the attitude of becoming an entrepreneur should possess stability in their emotions while planning to become an entrepreneur and while being an entrepreneur.

### **Entrepreneurial Attitude orientation**

Entrepreneurship contributes a major part of the wealth for the nation. The three components of attitude are affect, cognition and behaviour. Entrepreneurial Attitude orientation was derived from the entrepreneurship theory and attitude theory. Entrepreneurial Attitude orientation is the scale used for measuring the attitudinal orientation of the potential Entrepreneurs. It helps in understanding the orientation of the new firm and planning the time of running the business and thus preceding the attitude. It also assesses the attitude of the entrepreneurs through their achievements.

### **Aim of the Study**

To develop an entrepreneur, the part of both the educational institution as well as students is important. Entrepreneurial self-efficacy and entrepreneurial literateness are contributory to nurture the entrepreneurial spirit of a student. It is also specified that "self-efficacy in entrepreneurship edification is very domineering because it can embolden potential entrepreneurs to start their entrepreneurial industry.

Furthermore, the verdict to follow an entrepreneurial career is thoughtful and premeditated behaviour that can be provoked by one of the cognitive abilities. The goal-setting literature affords a better understanding of the possible essential developments that contribute to the improvements in Emotional Intelligence and Self-Efficacy in management students (Brown & Warren, 2009)<sup>5</sup>.

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<sup>4</sup> Boyatzis, R.E. and Saatchioglu, A. (2007), "A 20- year view of trying to develop emotional, social and cognitive intelligence competencies in graduate management education", *Journal of Management Development*, 27(1), 92 – 108.

<sup>5</sup> Brown, T. C., & Warren, A. M. (2009). Distal goal and proximal goal transfer of training interventions in an executive education program. *Human Resource Development Quarterly*, 20, 265 – 284. <https://doi.org/10.1002/hrdq.20021>.

The business educational program inclines to accentuate aptitudes such as alliance, teamwork and governance, acute and creative thinking, communication, cognizance of personal and proficient development, and the invocation of business models and research to encounter real organizational needs. These talents are credibly enhanced by emotional intelligence, being reliant on assessment and countenance of emotion, regulation of emotion, and application of emotion in problem-solving, unswerving with the three-factor model of emotional intelligence by Salovey and Mayer, in spite of the lack of this lucid factor structure in the documents. Hence it becomes crucial aspect for the management students in the improvement of psychological traits (i.e. balancing the emotions with regards to entrepreneurship).

### **Statement of the Problem**

For the past two decades, business around the globe had observed exceptional change, relatively under stress of globalization of economies, mostly due to policy swing from regulation to de-regulation. This has caused educational institutions to emphasis more on creating job architects than job hunters. Nurturing entrepreneurship life force specifically among the business students makes it an alternate career prospect for them after they graduate, since it offers benefits, such as building up an individual's own business and the prospect of having substantial inherent and extrinsic rewards than functioning for others. Currently, career challenges and unemployment are estimated as imperative social concerns. So it has become mandatory for all the educational institutions in mentoring their students towards entrepreneurial career. It is also important for the educational institutions as well as the government to give guidelines and support for the students in their start up and successful run of their entrepreneurial career.

### **Objectives of the study**

Based on a thorough study of previous literatures related to Emotional Intelligence and Entrepreneurship Attitude, the objectives of the study were developed.

1. To identify the ability to manage their emotional stability and the entrepreneurial attitude orientation among the business students.
2. To explore the relationship between Emotional Intelligence and Entrepreneurial Attitude orientation among the business students.

3. To offer suitable suggestions with regards to advancement in teaching excellence parallel to development of entrepreneurial thinking among business students.

### **Review of Literature**

The research done by **Ya Wen et. al. (2020)**<sup>6</sup> explores the relationship between Emotional Intelligence and Entrepreneurial Self-efficacy. 529 students of Chinese Vocational College were used as the sample for the study. The tools used was the Entrepreneurial Self-Efficacy Scale of which the variables are Opportunity recognition, Relationship, Management, Risk tolerance which was developed by Zhan and the Emotional Intelligence Scale of which the variables are opportunity recognition efficacy, relationship efficacy, management efficacy, and risk tolerance efficacy which was developed by Wong and Law. The outcome showed a significant difference between the gender category (male and female) among the students in entrepreneurial self-efficacy, but no significant difference of the same in emotional intelligence. Entrepreneurial self-efficacy and emotional intelligence showed a significant differences among the grade (first, second and third grade). Entrepreneurial self-efficacy showed a positive correlation with emotional intelligence. This means, as the emotional intelligence level of the students increase the entrepreneurial self-efficacy will also increase.

**Erin McLaughlin (2019)**<sup>7</sup>, examines the relationships among the constructs of entrepreneurial career intentions, emotional intelligence and entrepreneurial self-efficacy. The study was conducted among 218 business students of Southwest United States. The researcher has adopted Structural Equation Modelling to test the Emotional Intelligence and Self-Efficacy on Entrepreneurial Career Intentions. The outcome of the study shows the impact of higher level of emotional intelligence and entrepreneurial self-efficacy among the business students will have greater entrepreneurial intentions. Thus the author concludes that emotional intelligence and entrepreneurial self-efficacy have durable positive linkage with entrepreneurial career intentions.

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<sup>6</sup> Ya Wen, Huaruo Chen, Liman Pang and Xueying Gu (2020), "The Relationship between Emotional Intelligence and Entrepreneurial Self-Efficacy of Chinese Vocational College Students" *International Journal of Environ Res Public Health*, 17(12).

<sup>7</sup> Erin McLaughlin (2019), "The Role of Emotional Intelligence and Self-Efficacy in Developing Entrepreneurial Career Intentions" *Journal of Higher Education Theory and Practice* Vol. 19(7) 2019, 71-88.

**Michelle Kanonuhwa et. al (2018)**<sup>8</sup>, examines the effects of emotional intelligence on the growth of entrepreneurial intentions and to reassure entrepreneurial behaviour among the students of South Africa. The variables are emotional intelligence, entrepreneurial intention, and entrepreneurial behaviour. The data was collected from 385 respondents using self-administered questionnaires. Multiple regressions and correlations were used for analysis. The result showed a direct association between emotional intelligence and entrepreneurial intention. It showed the strongest association with regulation of emotion and entrepreneurial intention and least association between with use of emotion and entrepreneurial intention.

**Hadia Fakhreldin, (2017)**<sup>9</sup>, studies the consequence of emotional intelligence of entrepreneurs on new venture creation. 378 Egyptian entrepreneurs were used for the study. A self-administered questionnaire is used to test the hypothesis. The variables are self-awareness, interpersonal skills and internal motivation. Regression was used to analyse the data. The analysis shows that Age, the demographic factor has a moderate effect with emotional intelligence and new venture creation. Whereas, Gender, doesn't show any effect in this relationship.

**Ramraini et. al (2016)**<sup>10</sup> investigates the role emotional intelligence with that of entrepreneurial attitude in entrepreneurial intention among college students in Sabah, Malaysia. The variables are emotional intelligence, entrepreneurial attitude, and entrepreneurial intention. Structured questionnaire was used to collect the data from 213 students. The result exposed that trait Emotional Intelligence i.e. emotional self-efficacy has an association with entrepreneurial attitude and entrepreneurial intention. It also stated that entrepreneurial attitude has a notable association with entrepreneurial intention.

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<sup>8</sup> Michelle Kanonuhwa, Ellen Chenesai Rungani and Tendai Chimucheka (2018), "The association between emotional intelligence and entrepreneurship as a career choice: A study on university students in South Africa", SA Journal of Human Resource Management 21(1).

<sup>9</sup> Hadia Fakhreldin, (2017), "The relationship between the emotional intelligence of entrepreneurs and the new venture creation: The role of age, gender and motive" Arab Economic and Business Journal 12(2), 99-108.

<sup>10</sup> Ramraini Ali Hassan and Siti Norashikin Binti Omar (2016), "The Effect Of Emotional Intelligence and Entrepreneurial Attitude on Entrepreneurial Intention", Kuwait Chapter of Arabian Journal of Business and Management Review 12(5).

**Table.1. Comparison of Literatures**

<b>Author Name &amp; Topic</b>	<b>Variables</b>	<b>Findings</b>
<b>Claire et. al (2019)<sup>11</sup></b> “The development of emotional intelligence, self-efficacy, and locus of control in Master of Business Administration students funding formation”	Locus of Control, Emotional Intelligence, Self-Efficacy, Performance, Academic, Management Students	Psychosomatic proficiencies in emotional intelligence, self-efficacy, and locus of control can be established, which may enhance MBA educational curriculums in their enduring effort to progress vital knowledge, skills and ability consequences. This study adds to the substantiation concerning the vital welfares of MBA education, which is predominantly imperative in the educational market where MBAs are pricey and thus must be able to establish proficiencies that are appropriate.
<b>Eva (2019)<sup>12</sup></b> “An Entrepreneurial Attitude: Implications for Teachers”	Entrepreneurship, Leadership Skills, Professionship, Entrepreneurial Teachers, Critical Success Factors	Four themes of allegations for the teachers such as teachership, leadership, proficient leadership, and professionship were identified. The study also depicts the prominence of principals’ own learning and leadership skills.
<b>Wioletta (2018)<sup>13</sup></b> “Analysis of Factors Shaping Entrepreneurial Attitudes of Students”	Entrepreneurship, Business Competences, Brainstorming, Enterprise Resource Planning,	Imperative factors shape entrepreneurial attitudes amid students in kin to proficiencies encouraging to both the entrepreneurial behaviours and tutoring methods which are significant for practical education.
<b>Mesfin (2018)<sup>14</sup></b> “Modelling the Impact of Entrepreneurial Attitude on self-Employment Intention among Engineering Students in Ethiopia.”	Self-employment, Entrepreneurial Attitude, Self-Employment Intention	It has been shown that being an entrepreneur necessitates a definite attitude, commitment, and positive thinking. It also necessitates faith in personal abilities and skills.
<b>Ramraini et. al (2016)<sup>15</sup></b>	Emotional Intelligence,	The outcome exposed that trait Emotional Intelligence, which is also known as emotional

<sup>11</sup> Thompson, Claire & Kuah, Adrian & Foong, Regina & Ng, Eddy. (2019). The development of emotional intelligence, self- efficacy, and locus of control in Master of Business Administration students Funding information. Human Resource Development Quarterly. 1-19. 10.1002/hrdq.21375.

<sup>12</sup> Leffler, Eva. (2019). An Entrepreneurial Attitude: Implications for Teachers’ Leadership Skills?. Leadership and Policy in Schools. 1-15. 10.1080/15700763.2019.1668021.

<sup>13</sup> Sołysiak, Wioletta. (2019). Analysis of factors shaping entrepreneurial attitudes of students. Scientific Papers of Silesian University of Technology. Organization and Management Series. 2019. 237-247. 10.29119/1641-3466.2019.134.19.

<sup>14</sup> Ayalew, Mesfin & Amare, Shumet. (2018). Modeling the impact of entrepreneurial attitude on self-employment intention among engineering students in Ethiopia. Journal of Innovation and Entrepreneurship. 7. 10.1186/s13731-018-0088-1.



“The Effect of Emotional Intelligence and entrepreneurial attitude on entrepreneurial intention”	Entrepreneurial Attitude, Entrepreneurial Intention	self-efficacy has an association with entrepreneurial attitude as well as the intention. The consequences of this study also stated that entrepreneurial attitude has a noteworthy affiliation with entrepreneurial intention. The result alleged to have subsidised expressively towards the considerate of the crucial influences on entrepreneurial intention predominantly among students.
Celina (2015) <sup>16</sup> “Assessing Entrepreneurial Attitudes and Skills of Students”	Entrepreneurial Skills, Entrepreneurial Attitude	Training the students on how to set up their business. Not the superlative students are enthusiastic to set up a business but mediocre students. Students are relatively doubtful in reckoning their entrepreneurial skills which valour due to numerous causes.
<b>Source: Anupama</b>		

### Research Gap

In today’s effervescent and competitive milieu, indulging how to foster entrepreneurship is the foremost concern of any educational institutions. Entrepreneurship is vital to accustom to varying technologies and market demands, in order to lead over others. One important aspect that influences entrepreneurship is the goals that drive innovative behaviour and primarily entrepreneurial attitudes. The previous literatures related to the Emotional Intelligence and Entrepreneurial Attitude Orientation was very limited. The previous studies mainly concerned about the emotional intelligence, self-efficacy, locus of control, entrepreneurial attitudes, entrepreneurial attitudes and skills of students, these were identified by the researcher and certain studies has been quoted above in table. There were limited studies which have identified the relationship among the Emotional Intelligence and Entrepreneurial Attitude Orientation exclusively for the UAE geographic location. Hence the researcher was much interested in finding out the **“Emotional Intelligence and Entrepreneurial Attitude Orientation among Business Program Students in United Arab Emirates”**. Even the researcher has given suitable suggestions for the Higher Educational Institutions and faculties to overcome the drawback prevailing among the bachelor business program students related to their **Emotional Intelligence and Entrepreneurial Attitude Orientation**. Bearing in mind the eminence of entrepreneurship in

<sup>15</sup> Ramraini Ali Hassan and Siti Norashikin Binti Omar (2016), “The Effect Of Emotional Intelligence and Entrepreneurial Attitude on Entrepreneurial Intention”, Kuwait Chapter of Arabian Journal of Business and Management Review 12(5), 1-10.

<sup>16</sup> Sołek-Borowska, Celina & Chudy-Laskowska, Katarzyna. (2019). Assessing entrepreneurial attitudes and skills of students'. Modern Management Review. XXIII. 185-204. 10.7862/rz.2018.mmr.54.

business studies, this particular study was undertaken among the business students pursuing their Bachelors program in Business in UAE.

### **Research Methodology**

The study is descriptive in nature. The primary and the secondary data were adopted for collecting the data. The secondary data was collected from the previous literature and related journals. The primary data consist of structured questionnaire. The structured questionnaire constitutes the attributes of Emotional Intelligence and Entrepreneurial Attitude Orientation. The researcher conducted the pilot study with a sample of 50 respondents. The reliability statistics was administered for the 50 respondents.

The Cronbach's Alpha value for the attributes of Emotional Intelligence and Entrepreneurial Attitude Orientation were found to be more than 0.8, this clearly signifies that the questionnaire is reliable. After reaching the approved alpha value, the researcher has moved forward for the major research in the prescribed geographic location and the industry.

The geographic location and the target industry selected for the study was universities and colleges having Bachelors in Business Program at UAE. The target population for the current study are the final year business students pursuing their Bachelors in Business graduation. The researcher found that the non-availability of exact number of students pursuing their business graduation.

The target population was found to be infinite; using the De Morgan's<sup>17</sup> table the researcher was able to consolidate the sample size of 384 with a confidence level of 95% and a confidence interval of 5%. The researcher has distributed around 500 questionnaires and tried to reach out the sample size. The questionnaire reverted from the respondents were 387 and remaining 113 questionnaires were found to be biased incomplete and unanswered. So, the researcher was able to achieve a sample size of 387 which is above the required sample size listed in the De Morgan's table.

The collected data were fed into Statistical Package for Social Sciences (SPSS) 20 version, popularly used Statistical Software for Social Research Analysis. The statistical tools

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<sup>17</sup> Krejcie & Morgan in their 1970 article "Determining Sample Size for Research Activities" (Educational and Psychological Measurement, 30, 607 - 610.

used for analysis were Measures of Central Tendency and Dispersion (Mean and Standard Deviation) and Bi - Variate Correlation.

### Data Analysis

The collected data were analysed using Measures of Central Tendency and Dispersion (Mean and Standard Deviation). This tool is used to identify the middle point of the attributes of Emotional Intelligence and Entrepreneurial Attitude Orientation; this would give the common opinion for the attributes as opined by the respondents. Similarly, the Bi-Variate correlation is used to identify the degree of relationship among the study attributes.

**Table. 1. Mean and Standard Deviation of Emotional Intelligence**

Measuring Variables	Mean	Sd
Self Regard	3.45	0.498
Self Actualisation	2.32	0.466
Emotional Self Awareness	1.68	0.466
<b>Self Perception (A)</b>	<b>2.43</b>	<b>0.496</b>
Emotional Expression	1.84	0.37
Assertiveness	2.25	0.432
Independence	1.53	0.5
<b>Self Expression (B)</b>	<b>1.96</b>	<b>0.198</b>
<b>Inter - Personal Composite (A + B / 2)</b>	<b>1.89</b>	<b>0.318</b>
Interpersonal Relationship	4.73	0.445
Empathy	2.35	0.478
Social Responsibility	1.67	0.472
<b>Intra – Personal Composite (C)</b>	<b>2.90</b>	<b>0.299</b>
<b>Emotional Intelligence (A + B + C / 3)</b>	<b>2.46</b>	<b>0.499</b>



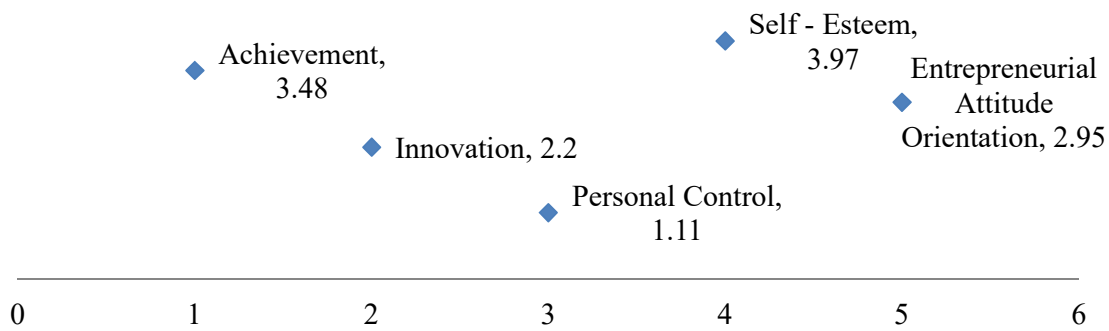
The mean value of “**Self Perception**” is 2.43, this clearly states that the respondents have neutral feel towards the “**Self Perception**” (i.e. the respondents not able to determine their attitude and preference by interpreting the meaning of their own behavior). The “**Self Expression**” has a mean value of 1.96, this clearly states that the respondents disagree with the “**Self Expression**” (i.e. the respondents are not able to express their feelings, thoughts and ideas).

The “**Inter - Personal Composite’s**” mean value is 1.89, this clearly states that the respondents disagree with the “**Inter - Personal Composite**” (i.e. the respondents are not able to control their interpersonal composite like their expression (i.e. the respondents are not able to express their feelings, thoughts and ideas) and perception (i.e. the respondents neither nor able to determine their attitude and preference by interpreting the meaning of their own behaviour)). The mean value of “**Intra – Personal Composite**” is 2.90, this clearly states that the respondents have neutral feel towards the “**Intra – Personal Composite**” (i.e. the respondents are neither nor able to control their intra – personal composite (i.e. the respondents are able to strongly maintain a close association with their associates, whereas they are not able to understand the feelings of others and act for the benefit of society).

The “**Emotional Intelligence**” has a mean value of 2.46, this clearly states that the respondents have neutral feel towards the “**Emotional Intelligence**” (i.e. the respondents neither nor able to control their emotional intelligence, they are not able control and react to their own emotional behaviour and also the felling of others).

**Table. 2. Mean and Standard Deviation of Entrepreneurial Attitude Orientation**

<b>Measuring Variables</b>	<b>Mean</b>	<b>Sd</b>
Achievement	3.48	0.556
Innovation	2.2	0.404
Personal Control	1.11	0.311
Self - Esteem	3.97	0.442
<b>Entrepreneurial Attitude Orientation</b>	<b>2.95</b>	<b>0.224</b>



The mean value of “**Entrepreneurial Attitude Orientation**” is 2.95, this clearly states that the respondents neutral feel towards the “**Entrepreneurial Attitude Orientation**” (i.e. the respondents neither have nor do not intend to start up a business as an entrepreneur).

**Table. 3. Correlation between “Emotional Intelligence” and “Entrepreneurial Attitude Orientation”**

*H<sub>0</sub>: There is no significant correlation between the dimensions of “emotional intelligence” and “entrepreneurial attitude orientation”.*

Variables	SP	SE	IPC	IPCO	EI	ACH	INN	PC	SES	EAO
SP	1									
SE	-.057	1								
IPC	.092	.112*	1							
IPCO	-.064	-.019	.066	1						
EI	.364**	-.018	.034	.481**	1					
ACH	-.034	-.088	-.039	-.160**	-.159**	1				
INN	.067	.068	-.001	.081	.116*	-.254**	1			
PC	-.020	.024	.125*	.085	.133*	-.029	.220**	1		
SES	-.030	.052	-.005	-.119*	-.119*	.289**	-.242**	-.209**	1	
EAO	-.110*	.084	.039	-.085	-.099	.226**	-.043	.040	.368**	1

\*\*. Correlation is significant at the 0.01 level (2-tailed).      *Inter - Personal Composite - IPC*      *Innovation - INN*  
 \*. Correlation is significant at the 0.05 level (2-tailed).      *Intra - Personal Composite - IPCO*      *Personal Control - PC*  
*Self Perception - SP*      *Emotional Intelligence - EI*      *Self - Esteem - SES*  
*Self Expression - SE*      *Achievement - ACH*      *Entrepreneurial Attitude Orientation - EAO*

**Positive Correlation** - The independent variable “Self Perception” has positive correlation with the dependent variable “Emotional Intelligence” (0.364). Similarly the independent variable “Self Expression” has positive correlation with the dependent variable like “Inter - Personal Composite” (0.112). Likewise the independent variable “Inter - Personal Composite” has positive correlation with the dependent variable like “Personal Control” (0.125). Also the independent variable “Intra – Personal Composite has positive correlation with the dependent variable like “Personal Control” (0.115). Similarly the independent variable “Emotional Intelligence” has positive correlation with the dependent variables like “Innovation” (0.116) and “Personal Control” (0.133). Correspondingly the independent

variable “Achievement” has positive correlation with the dependent variables like “Self – Esteem” (0.289) and “Entrepreneurial Attitude Orientation” (0.226). In the same way the independent variable “Innovation” has positive correlation with the dependent variable like “Personal Control” (0.220). And finally the independent variable “Self – Esteem” has positive correlation with the dependent variable like “Entrepreneurial Attitude Orientation” (0.368).

**Negative Correlation** - The independent variable “Self Perception” has negative correlation with the dependent variable like “Entrepreneurial Attitude Orientation” (-0.110). Correspondingly the independent variable “Emotional Intelligence” has negative correlation with the dependent variables like “Achievement” (-0.159) and “Self - Esteem” (-0.119). Likewise the independent variable “Achievement” has negative correlation with the dependent variable like “Innovation” (-0.254). In the same way the independent variable “Innovation” has negative correlation with the dependent variable like “Self – Esteem” (-0.242). And finally the independent variable “Personal Control” has negative correlation with the dependent variable like “Self – Esteem” (-0.209).

**No Correlation** - The independent variable “Self Perception” has no correlation with the dependent variables like “Self Expression”, “Inter - Personal Composite”, “Intra – Personal Composite”, “Achievement”, “Innovation”, “Personal Control” and “Self - Esteem”. Also the independent variable “Self Expression” has no correlation with the dependent variables like “Intra – Personal Composite”, “Emotional Intelligence”, “Achievement”, “Innovation”, “Personal Control”, “Self - Esteem” and “Entrepreneurial Attitude Orientation”. Likewise the independent variable “Inter - Personal Composite” has no correlation with the dependent variables like “Intra – Personal Composite”, “Emotional Intelligence”, “Achievement”, “Innovation”, “Self - Esteem” and “Entrepreneurial Attitude Orientation”. Furthermore the independent variable “Intra – Personal Composite” has no correlation with the dependent variables like “Emotional Intelligence”, “Achievement”, “Innovation”, “Self – Esteem” and “Entrepreneurial Attitude Orientation”. Correspondingly the independent variable “Emotional Intelligence” has no correlation with the dependent variables like “Entrepreneurial Attitude Orientation”. In the same way the independent variable “Achievement” has no correlation with the dependent variable like “Personal Control”. As well the independent variable “Innovation” has no correlation with the dependent variable like “Entrepreneurial Attitude Orientation”. And finally the independent variable “Personal Control” has no correlation with the dependent variable like “Entrepreneurial Attitude Orientation”.

## Findings

**Mean and Standard Deviation:** The Emotional Intelligence opined by the respondents are that they neither agree nor disagree with the emotional intelligence. It clearly signifies that they have emotional imbalance in becoming an entrepreneur. As the Emotional imbalance prevailing among the respondents, it does not pave the way for becoming an entrepreneur (Entrepreneurial Attitude Orientation). This result of the study coincides with the study done by Ozaralli & Rivenburgh (2016)<sup>18</sup>.

**Correlation:** The results of correlation clearly signify that the variables of Emotional Intelligence like Self Perception and Self – Esteem has negative relation with the variables of Entrepreneurial Attitude Orientation. Similarly no correlation exists between the variables of Entrepreneurial Attitude Orientation - Self Perception, Self Expression, Inter - Personal Composite, Intra – Personal Composite, Achievement, Innovation, Personal Control and Self – Esteem.

## Suggestions

Acquainting the findings of the study, it is suggested that the institutions provide Training and development opportunities for the student's entrepreneurial attitude development. The foremost part is to enlighten the students in using the principles of Emotional Intelligence to enrich their relationships with others. Skill training should be given to enhance their ability to help them in motivating and focusing on the positive influence of emotions. They should be competent on adapting and dealing with varied personalities at all intensities. Leadership training is mandatory to polish the confidence level. Training increases the sense of being empathetic and socially aware to transform creating better interpersonal relationships. Stress being an important element, it is mandatory to provide psychological support through counseling to better understand the emotion and to manage the stress level.

With respect to the management, Faculty Development Programs, Business / corporate meet, exclusive experience and knowledge training of the eminent entrepreneurs either directly or virtually, case study methods etc. can be organized for the teachers for their excellence in entrepreneurship for teaching the business students. Even virtual Chat Rooms

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<sup>18</sup> Ozaralli, N., Rivenburgh, N.K. Entrepreneurial intention: antecedents to entrepreneurial behavior in the U.S.A. and Turkey. *J Glob Entrepr Res* 6, 3 (2016). <https://doi.org/10.1186/s40497-016-0047-x>.

exclusively having eminent entrepreneurs, where they can share their day to day achievements and hindrances in business, this chat room would help the faculties and students know more about the day today activities of business and vice versa the entrepreneurs also can get ideology form the faculties and students (budding entrepreneurs).

## **Conclusion**

Based on the results the following conclusions were made. The respondents failed to control their emotions and they were not able to handle interpersonal relationships judiciously and empathetically. They lose their capability to manage and control their own emotions and the emotions of others too. The respondents were not in a position to assume the responsibility for good and bad events and they were not able to control their own life. Hence, the attitude of the respondents is going down in starting a new Entrepreneurial venture such as Innovativeness, risk taking, need for achievement, self – confidence and locus of Control. These elements are known to predict Entrepreneurial Intention.

The entrepreneurial awareness among the different categories of business students in the universities and colleges of UAE are not at the adequate level. It is below the expected level. The students from the colleges belonging to high entrepreneurial climate group are aware of various information about entrepreneurial ventures and have a favourable attitude towards entrepreneurial ventures. Attitudinal orientation has a significant impact in identifying and promoting students as entrepreneurs in the near future. The students with high achievement and commitment are more likely to take up entrepreneurial activity. There is a possibility of fostering entrepreneurship among the students through change in curriculum.