

# **Role of Emotional Intelligence in Entrepreneurial Intention of University Students**



**Author:** Raheel Ahmad

**Level:** Master

**Course code:** 4FE25E

**Tutor:** Alina Husung

**Subject:** Master Thesis

**Examiner:** Frederic Bill

**Course:** Degree Project in Business Administration



## Table of Contents

1. Introduction .....	4
1.1 Background.....	4
1.2 Problem Discussion .....	5
1.3 Research Question .....	9
1.4 Purpose of Research .....	9
2. Theoretical Framework .....	10
2.1 Entrepreneurial Intention.....	10
2.2 Emotional Intelligence.....	12
2.3 Relationship between Emotional Intelligence and Entrepreneurial Intention .....	15
3. Method.....	20
3.1 Research Design .....	20
3.2 Research Approach.....	21
3.3 Research Strategy .....	21
3.3 Research Method .....	21
3.4 Sample and Population and Data Collection Technique .....	22
3.5 Data Analysis Procedure .....	24
4. Results and Findings.....	28
4.1 Descriptive Statistics .....	28
Table 1 Age of Respondents.....	28
Table 2 Gender of Respondents.....	29
Table 3 Qualification of Respondents .....	29
Table 4 Specialization of Respondents.....	30
Table 5 Descriptive Statistics .....	31
Table 6 KMO.....	32
Table 7 Factor Analysis.....	32
Table 8. Reliability Analysis .....	33



	3
Table 8 Correlation Analysis.....	35
Table 9 Regression Analysis .....	36
5. Discussion.....	38
6. Conclusion.....	43
7. Recommendations .....	45
8. Future Directions .....	46
9. References List .....	47
Appendix Questionnaire.....	56



## 1. Introduction

### 1.1 Background

The intention of students to start their own business after studies has gained importance (Renko & Tarabishy, 2021). Hence, a lot of people, including educators, believe that if students do something they love they are more likely to be happier. Thus, although being an adult doesn't necessarily mean becoming an entrepreneur, it seems that students can learn more if they know what they are looking for and what they wish to achieve (Fernández-Pérez et al., 2019). Also, it allows them to explore different directions in education and develop strong work ethics. Therefore, developing entrepreneurial intention is very valuable for college students as a source of motivation and confidence (Boldureanu et al., 2020).

An entrepreneur is an individual who by setting up a venture assesses things independently aiming to take advantage out of an opportunity (Fragoso et al., 2020). With sufficient capital for academic disciplines, in addition to the extent to which individuals are intelligent as well as creative, can result in youth turning into competent entrepreneurs (Olugbola, 2017). Entrepreneurship drives economic growth by creating jobs and market competition along with new product opportunities.

Personality and life experiences influence an entrepreneur's goal (Presenza et al. 2020). A study of Maheshwari et al. (2022) indicates that graduates need to shift their mindset in order to become self-employed, and that entrepreneurship is a key contributor and economic engine for creating new jobs. Entrepreneurial purpose is formed by emotional intelligence, self-efficacy, risk-taking, and the example of a successful entrepreneur. Entrepreneurs need emotional intelligence to manage their emotions through business ups and downs (Khalid et al. 2018). Self-confident entrepreneurs are more likely to succeed (Tiwari et al., 2017). To promote entrepreneurship and economic growth, it's important to understand how these factors affect university students' entrepreneurial intentions (Morland et al. 2021).



In Pakistan young graduates are involved in entrepreneurial activities. Moreover, the traditional patriarchal values that still to some extent prevail in Pakistan are a major reason behind more young people look for job rather being an entrepreneur. With the help of these perspectives, this study seeks to analyze the influence of emotional intelligence on entrepreneurial intention for students belonging from Islamabad, Pakistan will give insight into the entrepreneurial activities and its scope in Pakistan. There are a number of factors that led researcher in Pakistan to conduct the current research on the relationship between emotional intelligence and the drive to go for entrepreneurship. To begin, the burgeoning entrepreneurial ecosystem in Pakistan offers a one-of-a-kind setting in which to investigate the relationship between emotional intelligence and business aspirations. Pakistan is the country of emphasis in this analysis of the challenges, opportunities, and forces shaping the entrepreneurial landscape there.

The entrepreneurial aspirations of Pakistani university students are illuminating. Improving entrepreneurship education, training, and support programs in Pakistan requires an understanding of the role that emotional intelligence plays in encouraging entrepreneurial aspirations among students there.

Emotional intelligence and the drive to succeed in business are fascinating topics for research in Pakistan's multifaceted social and economic environment. Entrepreneurs can be influenced by cultural values, social norms, and the economy. The inquiry could shed light on the dynamics and peculiarities of life in Pakistan. The results can enrich the literature on emotional intelligence and entrepreneurship and provide valuable insight to policymakers, educators, and aspiring business owners in Pakistan.

## **1.2 Problem Discussion**

Entrepreneurship is gaining popularity since many young individuals are considering starting their own businesses (Papulová & Papula, 2015). Due to low labour market wages and firm ownership's high profit potential. Starting a business is difficult and influenced by numerous factors. Such as emotional intelligence, self-efficacy, risk-



taking, and a successful entrepreneur role model (Tiwari et al., 2017). Business incubators can considerably affect university students' views on entrepreneurship (Li et al. 2020). Role models' success stories inspire others. Students who observe successful business owners receive significant insight into corporate success. They can also advise and mentor, improving decision-making and outcomes (Yang et al. 2021). In terms of emotional intelligence, emotions make significant contributions to enabling people to cope with difficulties in society (Por et al. 2011).

Therefore, emotional intelligence is imperative in building relationships within families and communities (Blázquez Puerta, et al, 2022). Emotional intelligence describes the capability of an individual to recognize their own emotions, monitor their feelings and regulate them appropriately. Since emotional intelligence influences personality traits such as achievement orientation and resilience, people who have high levels of emotional intelligence are likely to exhibit qualities like patience, persistence, honesty, empathy, and openness. According to Mishra, & Singh (2022), entrepreneurial activity is a phenomenon that entails various activities including risk-taking, creativity, innovation, and decision-making however there is important role of emotional intelligence (Mishra, & Singh, 2022).

As noted earlier, some of these activities are influenced greatly by personal perceptions, emotions, and attitudes. Entrepreneurial success depends on personal attributes, behaviors, and feelings that define individual behaviors in all areas of life. According to the study conducted by Kwapisz et al. (2022) people possess different talents that allow them to pursue entrepreneurial endeavors (Kwapisz, et al, 2022). Some of these attributes include innovativeness, creativity, initiative, flexibility, goal-oriented attitudes, and interpersonal skills. Others include strong communication skills, a strong sense of purpose, social awareness, the ability to manage time effectively, the ability to adapt, flexibility, and perseverance. Emotions refer to thoughts, feelings, or emotions that arise from a person's mind, body, or emotions. Most psychologists refer to different types of emotions in their fields as being positive, negative, or neutral. Each type of emotion describes a certain feeling such as



joy, anger, excitement, worry, or sadness. These emotions help people make judgments and act according to certain principles and expectations. Antiniené et al. (2022) described that individuals use different techniques to express and control emotions which include vocalizations, facial expressions, or sounds (Antiniené et al. 2022).

When business becomes increasingly widespread, role models can inspire others to become entrepreneurs (Boldureanu et al., 2020). Emotional management can also make or break a corporation. It's the ability to control one's own and others' emotions. Emotionally intelligent people have better relationships, communication, and decision-making. These abilities are vital while starting a business because you will need to communicate with many people, including clients and investors (Tiwari et al., 2017).

Nawaz et al. (2020) argue that entrepreneurial intention is a crucial component for understanding and forecasting entrepreneurial behaviour. They investigated entrepreneurial intention among university students in Pakistan and found that given the inherent risks and emotional demands of starting an entrepreneurship journey, the close correlation among emotional intelligence and entrepreneurial intention suggests that people who are adept at reading and managing their own and others' emotions are more likely to pursue entrepreneurial endeavours.

According to Goleman and Boyatzis (2017), "EQ" is typically shorthand for "emotional intelligence," though these two authors note that there are many different models of EQ, each one possessing a distinct set of skills. They prefer the term "EI," which they described as encompassing four areas: self-awareness, relationship management, social awareness and self-management.

Karia (2021) looked into how factors including foresight, creativity, self-assurance, and inspiration influenced the success of small and medium-sized enterprises. The emotional intelligence (EI) provided an outline of business ownership, entrepreneurial culture and identity in SMEs. In order to set goals, establish plans, and make decisions in advance, entrepreneurs require high levels of self-vision EI.



SME success can be attributed to entrepreneurs with high EI in self-innovation, which includes the ability to think on one's feet, use intuition and imagination to come up with new ideas, and be proactive in pursuing solutions to problems. Confident and upbeat entrepreneurs were more likely to see their startups succeed. The success of small and medium-sized enterprises (SMEs) was largely down to EI, or the tendency to take risks, embrace responsibility, believe that any action undertaken with passion and tenacity would result in something wonderful or extraordinary, and refuse to give up when things don't go as planned. The reliability of the four EI structures, components, and evaluation methodologies was established. Therefore Qudus et al. (2022) state that the ability to recognize and appropriately convey non-verbal emotions is crucial for entrepreneurs.

There is a great need to understand the concept of human behaviour and decision-making; it can be understood by using conceptual models and theories about how people make choices. The most important factor that influences people's actions or decisions is usually their motivation and attitude. People who have high self-esteem tend to put their interests before other things thus making them more successful in all areas and at any time. An individual with poor self-esteem will not have the ability to see situations from another perspective other than his own and this could lead to frustrations and regrets. Other factors include education level, personality, and personal relationships (Aziz et al., 2019).

Recent years have seen a dramatic rise in the importance of entrepreneurship to economic growth, which has sparked a renewed push to instill a spirit of innovation and enterprise in today's youth. University students are an important subset of this population since they are frequently the catalysts for technical innovation and the creation of new jobs (Krueger, 2017). Nonetheless, many students still find entrepreneurship to be a daunting endeavour, despite the availability of resources and training programs, primarily owing to a lack of emotional intelligence. So, the purpose of this research is to fill that void by investigating how emotional intelligence factors, including self-awareness, self- management, social- awareness,





relationship management affect university students' entrepreneurship aspirations. Prior research conducted by Qudus et al., (2022) looked into the relationship between entrepreneurial motivation and personal traits among university freshmen. The author examined the relationship between entrepreneurial ambition and four independent variables: internal locus of control, perceived autonomy, willingness to accept risks, and emotional intelligence. The data demonstrates that these four factors directly affect the likelihood of a person pursuing an entrepreneurial path. There is a positive relationship between the dependent variable and each of these independent factors. Similarly, Shah et al.'s (2022) study surveyed 344 students majoring in Islamic and non-Islamic business courses at universities in the Punjab region of Pakistan that are recognized by the Higher Education Commission. According to the study's findings, students who majored in fields other than Islamic business or who did not pursue business as a major were more likely to start their own enterprises after graduation than those who majored in Islamic business. There was a dismal lack of entrepreneurial spirit among those majoring in Islamic business.

Taken together, these investigations strengthen the requirement for further investigation into the impact of emotional intelligence on a desire for entrepreneurship amongst Pakistani university students. These studies illustrate the importance of this emotional intelligence and the desire to be an entrepreneur, and by discussing the impacts these findings may have for encouraging entrepreneurship in Pakistan.

### **1.3 Research Question**

Does emotional intelligence positively contribute university students entrepreneurial intention?

### **1.4 Purpose of Research**

This study aims to examine how emotional intelligence effect on university students' propensity to pursue their own entrepreneurial endeavours.



## 2. Theoretical Framework

### 2.1 Entrepreneurial Intention

Entrepreneurial Intention (IE) refers to the process of defining and determining one's future business idea under his/her interests and skills (Mujahid, 2020). The first major goal for any person who wants to become an entrepreneur is usually to define what he would like to do from scratch and, as well, define clearly what value would be attached to it. IE is vital for entrepreneurship because it helps them understand what they want to achieve and how they would make their visions come true. Without knowing which activities are most interesting and profitable for entrepreneurship, people may fail to realize their potential and, thus, their efforts, time, energy, and other resources would be wasted. They would rather concentrate on making money than on defining their opportunities (Kwapisz, et al, 2022).

According to Krueger (2017), the entrepreneurial intention is one of the most essential processes needed to lead an independent life and avoid financial dependence on others. This will help to increase confidence and boost self-esteem, to choose wisely, plan carefully, and organize work efficiently (Krueger, 2017). On top of helping students become successful entrepreneurs, entrepreneurial intention can encourage them to think deeply and overcome fear, which is necessary if someone intends to build a dream a real passion, and a desire to do something meaningful. Entrepreneurs usually find out what kind of action people need to accomplish to reach their dreams once they get a chance to do so. However, some people, especially young people who have never been to school or university, may not immediately see possibilities in their lives or the possible ways that they could fulfill their wishes. There are many examples of people who started their careers but did not achieve much. Such cases are common because they are not always easy to figure out. Although all professions have risks involved, starting a career requires riskier things than just working hard.

Developing entrepreneurial intent is crucial for anyone hoping to become an entrepreneur, but the ability to define one's desires and goals is particularly



significant for today's students. These groups of people are likely to be interested in pursuing certain hobbies and interests to gain satisfaction in what they do. There are dozens of studies proving that college students in various countries tend to select occupations that correspond to what makes them happy and how they manage their time (Al-Jubari, 2019).

Nawaz et al. (2020) state that the intention or willingness of the person embarking on an entrepreneurial activity is crucial. They further hold that in order to thrive in the face of constant risk and unpredictability, entrepreneurs need to be able to rein in the adverse feelings they have. As indicated by Goleman and Boyatzis (2017), numerous studies have confirmed the close connection between EI, leading change, and having creative and insightful leadership. Leaders who want to succeed should cultivate capabilities throughout the whole set of EI competencies. When that happens, the company flourishes.

The potential to gauge, comprehend, and demonstrate feelings one has; the capacity to identify, comprehend, and empathize about the emotions of other individuals; the capability to effectively manage feelings of one's own and take dominance over them; the skill to adjust to a changing environment and resolve one's own as well as other people's problems; the ability to sustain a steady and optimistic overall state of mind; these are all components of emotional intelligence, as defined by PHAN et al. (2021).

Qudus et al. (2022) argue that entrepreneurs are crucial to economic vitality because they create new jobs and drive innovation and economic flexibility and growth. This process is what makes people and businesses successful. Researchers in Pakistan wanted to learn more about college students' attitudes on starting their own businesses and whether or not those attitudes and intents were related. There was one dependent variable, entrepreneurial intent, and four independent variables: locus of control, sense of independence, risk taking, and emotional intelligence. The findings uncovered a strong correlation between these four factors and the intent to start a business. The dependent variable was positively correlated with all of these other factors.



## 2.2 Emotional Intelligence

Emotional intelligence refers to a person's ability to discern, control, and process his emotions of him. The psychological quality required for one to be considered emotionally intelligent include how well they regulate their feelings and thoughts, how they can identify and understand the feelings of others, and how they can effectively adapt their reactions to change (Barreiro & Treglown, 2020). Different psychological theories tend to explain how emotions affect human behavior. Thus, understanding people's emotional perceptions is important because it helps predict how individuals will behave, think and react in diverse situations or environments (Reeve, 2018).

Emotional intelligence skills include developing self-awareness, managing emotions and conflict situations, responding appropriately to different events including stress management and handling organizational pressures, using various techniques to manage time effectively, and enhancing decision-making and problem-solving (Por et al., 2011). Emotional intelligence competency includes understanding human nature, recognizing the significance of culture and diversity, empathy, motivation, goal setting, communication skill, relationship building, teamwork, and working with people. Communication skills enable leaders to communicate effectively to avoid conflicts. For example, effective communicational skills allow employees to express their expectations and opinions clearly. Similarly, business managers must also adopt effective communication skills to overcome misunderstandings (Barreiro & Treglown, 2020). The role of emotional intelligence in better communication is obvious, and it may enhance the possibilities of success in challenging conditions.

Goleman (2020) states those individuals, who perceive themselves to be good at recognizing their strengths, as well as weaknesses, develop self-esteem. Ego or an idealized self is important in understanding oneself as it brings with it positive feelings. It is vital to note that the concept of a personality trait that has been described in this section is not about being intelligent or physically attractive but rather concerned with behavior traits such as honesty, integrity, fairness,



trustworthiness, friendliness, etc. It is asserted by Goleman (2020) asserts that self-management enables us to perform in ways that maximize our potential. Since it is said that we all have unlimited potential, then self-manageability gives people hope of achieving their personal goals. However, people are usually limited by both personal ambitions and social norms. People should therefore develop self-management skills to achieve their dreams, but unfortunately, most of them do not have the confidence to do so.

According to Mikus et al. (2022), emotional intelligence is now a "soft skill" for professional success. Numerous studies show that employees' and managers' emotional intelligence boosts economic effectiveness. This supports business emotional intelligence. Emotions in business and entrepreneurship are crucially illogical. Managers at all levels share customers' emotional considerations when buying. Managers make vital judgements using cutting-edge data analysis technologies and their senses. Business researchers are increasingly emphasizing emotional intelligence. They also emphasize how the 4EI paradigm includes entrepreneurial-specific self-awareness, self-management, social awareness, and relationship management. The 4EI model shows model component development stages graphically. One can measure their ability level in each sub-domain and set growth goals by constructing an emotional intelligence profile. Integrated methods track outcomes before and after training.

As noted by Chukwuemeka (2021), entrepreneurs and managers have always sought new strategies to sustain their companies. Entrepreneurial enterprises can survive longer with emotional intelligence. He examined Daniel Goleman's concept of emotional intelligence and Nigeria's beer industry's long-term performance. High emotional intelligence improved business lifespan, client retention, revenue growth, and profit margins. Emotional intelligence helped South East Nigerian brewing business entrepreneurs. Skills related to emotional intelligence, such as a focus on customer service and an appreciation for diversity, are essential for maintaining and growing a loyal customer base. Researchers found that companies that ignored employees' emotional intelligence risked revenue and profits.



Manda et al. (2020) argue that in order to lead effectively, one must first acquire the appropriate skills and knowledge. Managers and business owners need people skills because they are essential for fostering the kind of collaboration and teamwork that gets work done.

Self-awareness, a clear understanding of the world, having the capacity to control one's emotions, motivation, persistence, and tenacity in the face of adversity, empathy, the ability to effectively value social and affective relationships, the capacity to inspire and motivate others, the ability to build cohesive teams, and so on are all hallmarks of successful managers and entrepreneurs. Emotional intelligence helps a person acquire these skills, which are necessary for every manager or entrepreneur.

Based on Classical Organizational Theory and incorporating ideas from Behavioral Management Theory, Williams (2021) argues that Daniel Goleman's 1995 concept of emotional intelligence for the workplace is still very much applicable today. Emotional intelligence's advantages can be broken down into three main areas: introspection, self-control, and social competence. Managers that are emotionally intelligent employ such traits to not only boost their own efficiency, but also to manage their employees in a manner that reduces conflicts and maximizes productivity.

Post-Covid-19 corporate failures have skyrocketed, according to Matthew et al. (2023). Businesses are failing due of global inflation. Entrepreneurs should first assess how they might use their particular skills and experiences to boost their companies' profits. The Federal Institute of Industrial Research Oshodi in the South West GPZ investigated how EQ affects business success in early technology adopters. Entrepreneurial success was measured using monetary and non-monetary indicators, while emotional intelligence was examined on five dimensions: self-awareness, self-regulation, internal motivation, empathy, and developing abilities. Successful entrepreneurs use FIIRO and have great emotional intelligence. Self-



regulation and empathy had a small but significant effect on entrepreneurial success, while awareness of oneself, internal drive, and skill development had no effect.

### **2.3 Relationship between Emotional Intelligence and Entrepreneurial Intention**

Emotional intelligence is a concept that has received extensive research attention because it is linked to entrepreneurial behavior, especially in terms of the relationship between emotional intelligence and self-efficacy, and intentionality. Dimitrov & Vazova, (2020) described that emotional intelligence is defined as an individual's capacity to understand, manage and express one's own emotions. This ability is essential for successful performance in work environments. In addition to improving emotional intelligence, training programs have been developed to encourage students about emotional intelligence. For example, one program taught young people how to improve their emotional intelligence skills while another developed cognitive process associated with emotional intelligence. These approaches are aimed at equipping learners with relevant understanding and skills related to entrepreneurial intention and creating opportunities for personal growth and learning. Since individuals use their feelings to guide them during decision-making, they can learn from past experiences and make better decisions by using this information (Fernández-Pérez et al. 2019).

Consequently, this would increase their level of effectiveness and productivity. However, scholars have questioned if all people who develop emotional intelligence can be able to attain high levels of success. According to Fernández-Pérez, et al, (2019), there is a wide range of factors that affect emotional intelligence and therefore they lack in some ways such as culture or family background. Research also suggests that those that do not have adequate experience have reduced levels of entrepreneurial intention (Fernández-Pérez, et al, 2019).

According to Anwar, & Abdullah, (2021), emotional intelligence has been associated with being an indispensable ingredient for successful business performance. It is suggested that emotional intelligence affects how people interact with others, whether they are in a group or individual setting (Anwar, & Abdullah, 2021). It also influences one's ability to think rationally and solve problems.



Accordingly, when a person lacks the right skills in emotional intelligence, he or she may not be able to make sound decisions and will only end up repeating such mistakes over and over again, thus leading to frustration, disappointment, anger, stress, and anxiety. Emotional intelligence is vital in developing entrepreneurial intentions and it is a way to success for the business and social surroundings. The relationship between emotional intelligence and entrepreneur intention is based on the value and importance of the business. Through this discussion, it can be concluded that emotional intelligence has an important bearing on decision-making to improve entrepreneurial intentions (Fernández-Pérez, et al, 2019). Individuals with lower emotional intelligence scores are significantly less productive in the field of entrepreneurship. Similarly, older individuals are also slow in their progress toward becoming entrepreneurs. The results suggest that even with limited levels of expertise, it is possible to achieve success. Therefore, companies should dedicate themselves to studying what makes them successful instead of focusing on developing individuals.

According to Wei et al, (2020), emotional intelligence contributes greatly to entrepreneurial behavior. Although one's intentions may be directly influenced by EI, other factors such as personality and the environment may also contribute towards entrepreneurial intent to begin a real business. One should embrace personal development and learning so that at the end of the day one can make informed decisions. In addition, they should try to avoid working for companies whose cultures discourage innovation. These businesses are generally known for offering poor pay and low promotion. Instead, they hire employees who may feel that the only reason they take up their jobs may be because of the opportunity to be promoted but not because they are interested in helping their company grow or improve. Thus, entrepreneurs understand that they have a responsibility to themselves and society. Their sole duty is to create wealth. Without taking care of one's interests, one may not be able to realize their dreams. They have to use the skills they have and the resources they have at their disposal (Ala'eddin Ahmed et al. 2021). Frago et al. (2020) examined how entrepreneurial mentality, self-efficacy, and social recognition





affected the company startup aspirations of Portuguese and Brazilian university students. Gender, nationality, and socio-economic level were also evaluated. A cross-sectional survey of 600 college students in the two countries was based on the Theory of Planned Behaviour. Personality, ability, and business orientation predicted entrepreneurial intent, but socio-economic standing and birthplace did not. A recent study looked at the connection between emotional intelligence and risk-taking capacity in Salem's business owners. Using Taro Yamane's formula for determining sample sizes, 500 business owners were selected to take part in the study. The capacity for taking risks served as the dependent variable in this study, with emotional intelligence components serving as the independent variables. According to the results, business owners need to be self-aware, self-regulate to handle all parts of running a company, and self-motivated to weather tough times. The research highlights the significance of entrepreneurs' emotional intelligence in the development of sound business choices (Saranya & Palanivelu 2022).

According to Bosnjak et al. (2020), cognitive beliefs refer to an individual's perceptions, attitudes, emotions, motives as well as thoughts concerning what they consider to be possible. People's beliefs can either promote or inhibit attaining their personal goals.

Attitudes are usually formed during childhood or early adolescence; they tend to change gradually as the individual progresses through their adolescent years. When one undergoes stressful events such as bullying, discrimination, and violence, their thoughts, feelings, and behaviors change; these changes may either hinder or promote their ambition in pursuing goals.

According to a study by Ajzen (2020), a person's capability to deal successfully with difficult life issues depends on his capacity to cope with stress, which is also determined by emotional intelligence and self-esteem. There has been a major advancement in the understanding of the psychological factors influencing an individual's ability to plan positive outcomes. This has led researchers to conclude that many people believe they possess these skills yet they are unable to use them in



real-life situations. Kumar, et al., (2020) stated that emotional intelligence is connected to a strong understanding of oneself and others as well as being able to identify, interpret, evaluate, control emotions, and work effectively within oneself and others. It consists of three aspects namely self-awareness, self-management, and social awareness. These concepts should be properly utilized because they have been shown to affect an individual's performance in different areas like learning, leadership, and health. They also help an individual develop in various ways such as coping with stress, controlling feelings, and developing plans.

According to Rahmawaty (2019), emotional intelligence helps the development of strategies, abilities, and capabilities that are essential for success in every area of life. Many people have also recognized that EI plays a role in predicting behavioural patterns and also predicts future outcomes. There are various kinds of research on the link between emotional intelligence and entrepreneurship. Some of the widely published studies are focused on identifying specific dimensions that support the influence of EI on individuals' intentions and intention to start firms, the effect of EI on goal-setting, motivation, achievement, persistence, resilience, problem-solving, communication, risk-taking, and interpersonal relationship with those around.

Researchers Yildirim et al. (2019) examined the impact of EI and creativity on the entrepreneurial intentions of graduate students. They found that students were relatively undecided about their creativity, with a mean response of 3.34 on questions assessing creativity. Students' indecision is understandable given how young they were and the fact that they were still developing their creative identities. On the other hand, their entrepreneurial intention was displayed by a mean score of 3.77 on questions directly connected to their plans to start a business. The results indicated that the students were strong in problem-solving, social skills, and emotional self-awareness, but weak in self-control. However, Goleman (1995) argues that learning and coaching can boost a person's emotional intelligence.

Aligning with present study, PHAN et al. (2021) list emotion intelligence as the first of four emotional intelligence components. This skill includes abilities to feel,



comprehend, and express emotions. Emotional intelligence is the second part. Emotional intelligence uses feelings to inform judgment, recognizes that mood can alter perspective, and understands that changing perspective can lead to new solutions. The third aspect is understanding of emotions and their rules, which helps determine the law of love and understand feelings. Emotional intelligence's fourth component is controlling one's own, others', and a societal goal's emotions.

According to Goleman and Boyatzis (2017), developing an adequate set of specialized EI capabilities in fact creates the leader for precisely these (the skill to convey challenging feedback to workers, the guts to oppose and bring change, and the ability to bring innovation) forms of difficult tasks. This is based on their model of EI and leadership excellence, which they developed after 30 years of examining the qualities of exceptional leaders.

Entrepreneurial intent and behaviour were strongly correlated by Rodrigues et al. (2019). Their empirical results confirm that emotional intelligence and self-control are essential to creativity. Emotional intelligence (EI) increases personal attitudes toward entrepreneurship. Emotional skills can improve students' personal attitudes toward entrepreneurship. Since Emotional intelligence and entrepreneurship intention were positively correlated, a person's subjective appraisal of their suitability as an entrepreneur was influenced by both logical thinking and emotional maturity. The more confident students were in their emotional management and use, the more positive their entrepreneurial attitudes were. Emotional intelligence may motivate entrepreneurs.



## 3. Method

The research is empirical in nature, enabling for student participants to provide first-hand information. This methodological strategy guarantees accurate, useful information is gathered. Universities may benefit from the research findings by learning more about the characteristics that encourage students to pursue entrepreneurship and implementing related support programs.

In sum, this study aspires to provide light on how factors like role models, emotional intelligence affects the entrepreneurial mindset of university freshmen. The findings of this research can be used to develop policies and programs that encourage an entrepreneurial frame of mind and, in turn, boost entrepreneurial activity and success.

### 3.1 Research Design

Bell et al. (2017) state that the research design drives the research procedure and its analysis. It was imperative in this study that the research design be the guiding force behind the whole research process and analysis. Bell et al. (2022) argue that a study's viability is heavily dependent on the research design. The purpose of this study was to examine the connection between emotional intelligence and entrepreneurial intention among university students in Islamabad using a cross-sectional, explanatory research design. The cross-sectional methodology was chosen since it is applicable to investigating topics that have been covered extensively elsewhere. The setup enabled me to collect information from a large, varied sample at just one point in time. This method ensured that I could gather a substantial volume of data in a short length of time. The study's research design was crucial to its success. My ability to efficiently collect and evaluate data was greatly facilitated by this method.



### **3.2 Research Approach**

A deductive methodology was used for this investigation. Using empirical evidence, the deductive method includes putting a particular theory or hypothesis to the test. I opted for this methodology so that I could verify our hypotheses on the relationship between emotional intelligence and the desire to become entrepreneurs in university students. In a deductive study, one starts with an established theory or hypothesis and work backward to develop one's research questions and hypotheses. The acquired data was then used to test these hypotheses. The method served well as a roadmap for the study process, and the findings confirmed the hypothesis. In this study, the deductive method was useful since it allowed us to put the theory to the test and get actionable insights.

### **3.3 Research Strategy**

The positivist epistemological stance that guided this study's methodology emphasized the importance of conducting experiments to verify theoretical claims. For positivists, there is an objective reality that can be explored with scientific methods of observation and measurement. As a result, I employed a quantitative strategy for gathering information. Statistical approaches are used to analyse the information gathered from the questionnaire. Using this method, I was able to put the study's hypotheses to the test with data. The positivist methodology employed in the present investigation maintained the highest levels of scientific rigor and objectivity in the research findings.

### **3.3 Research Method**

Research methodologies are methods for data collection. Another method is participant observation, where the scholar pays close attention and examines. Self-completion surveys and scheduled interviews are other options (Bell et al., 2017).

In this investigation, a questionnaire was used as the research tool. Questionnaires are a common tool for gathering information in scientific studies, and they shine when applied to big samples. The questionnaire used in this study was closed-ended, meaning that it consisted of a fixed set of questions for each participant to answer.



Data gathering was simplified and expedited by asking respondents to choose from a predetermined list of possibilities rather than providing free-form comments.

In this study, students' levels of emotional intelligence and their motivation to be an entrepreneur was assessed using a questionnaire. I took great care in selecting the questions to ask to be sure they would help us achieve our goals. The questionnaire was piloted to verify it was clear and would gather the necessary data.

Standardization of data collection is possible when utilizing a questionnaire because all of the respondents are provided with the same questions. Using this method instead of observing participants or interviews removes any possibility of bias. Questionnaires have the added benefit of being convenient for participants because they may be completed in their own time.

In general, a closed-ended questionnaire worked well as a data gathering tool for this study. It offered a streamlined approach to data collection that produced accurate and actionable findings with minimal effort.

### **3.4 Sample and Population and Data Collection Technique**

150 questionnaires filled out, data is collected only once. Sample for present study is collected from the universities' students of Islamabad, convenient sampling technique is used for data collection.

Facebook, Instagram, and university-focused groups were just some of the online and social media venues exploited in an effort to get the word out to the intended audience. In this research I used Google Forms to distribute the questionnaire to the students. The questionnaires were made available via a web link, and participants were asked to complete them willingly. The online data collection strategy was more accessible to students and resulted in higher rates of participation.

The study planned to collect responses quickly and accurately through the use of an online data collection strategy. Participants could complete the questionnaire whenever it was convenient for them, eliminating barriers of time and location. In addition to streamlining the data collection process, the adoption of technology



protected the privacy of the respondents. The answers provided by participants were collected and examined to check if the sample size of the research and other criteria were achieved. The collected data allowed for in-depth statistical studies, from which valid conclusions could be drawn on the impact of emotional intelligence on students' entrepreneurial intentions.

Convenient sampling and online data gathering methods have several restrictions, and it is vital to recognize this. All university students in Islamabad might not be represented in the sample because of its lack of diversity. When analyzing the results, it is also important to account for the self-selection bias that naturally occurs in convenient sampling. Nevertheless, these techniques were used to collect data quickly and offer helpful perspectives regarding the study's issue within the scope of the study. Since Islamabad is the capital city of Pakistan, so there are various renowned universities located here. A lot of students from all over the Pakistan come here to study, which makes it easier to collect data from such a diverse population and makes it the best region to collect sample for study. The sample and demographic for this investigation into emotional intelligence's impact on would-be entrepreneurs in the university setting were drawn from a predetermined pool. Islamabad university students provided the sample for this analysis. A non-probability method known as "convenience sampling," in which participants are chosen due to their ease of access and availability, was employed to compile the data.

Respondents filled out an overall of 150 questionnaire, but only provided information once. The sample size was kept 150 due to time restrictions. People were chosen to take part in the study based on their availability and interest in taking part.

It is not always possible to include every member of a population in a study, thus researchers often resort to using a convenient sampling method instead. Although not a representative sampling method, convenient sampling is frequently employed in exploratory research and pilot projects for the purpose of generating insights and testing hypotheses.

In light of the study's time and resource constraints, easy sampling was the best



method to use. However, it should be noted that the results may not apply to all university students in Islamabad, and that additional study using more representative sample approaches may be required to validate the results.

### **3.5 Data Analysis Procedure**

SPSS was used to analyze the data gathered for the present research on the impact of emotional intelligence on entrepreneurial intention. The data was analyzed using the four standard methods of description, factors analysis, reliability analysis, correlation analysis, and regression analysis. The acquired data was summarized and characterized using descriptive analysis. The data's average, and standard deviation were computed. The questionnaire's consistency and stability were evaluated by reliability analysis. Cronbach's alpha, a measure of internal consistency, was computed using this method. Cronbach's alpha measures the consistency of a questionnaire; a higher value indicates more trustworthiness.

The purpose of this study was to employ correlation analysis to investigate the association amongst emotional intelligence and entrepreneurial intention. The Pearson correlation coefficient, a quantitative measure of the strength and direction of the association between two variables, was computed using this method. Ultimately, regression analysis was utilized to assess how well emotional intelligence predicted entrepreneurial intention. Using this method, a regression equation was developed to predict levels of entrepreneurial intent given measures of emotional intelligence. As a whole, the data analysis approach employed in the present research was rigorous, allowing for a careful dissection of the link between empathetic intelligence and the intent to start a business among university students. Using SPSS software, I was able to analyze data quickly and accurately, and the four main methods I employed helped me grasp our findings in great depth.

### **3.6 Research Ethics**

Ethical considerations were fundamental to this study of university students' intentions to be an entrepreneur. Following the recommendations of the university's research ethics committee, the study was carried out with the utmost integrity. All





participants provided their consent after being told of the study's goal, their responsibilities as respondents, and the secrecy of the information they provided. Information about individual participants was kept strictly secret and was utilized only for the study's intended analysis. All possible conflicts of interest were disclosed and resolved, and the research was done in the strictest confidence. The researcher took precautions to ensure the participants' safety and comfort throughout the study. The team of researchers guaranteed that every ethical aspect was adequately taken into consideration throughout the study's design, execution, and reporting processes, and the study was done in an ethical way as a whole.

Ethical considerations and participant security were given first priority in the current study of university students' emotional intelligence and entrepreneurial intention. Research ethical standards were adhered to in order to ensure the well-being of, and respect for, the participants. Participants first provided their informed consent form after being fully briefed on the study's purpose, procedures, and potential benefits and dangers. Participants understood they were free to leave the study at any time.

The study results were kept secret. All participants had their identities and other details concealed. The research team had exclusive access to the encrypted data they collected. Participants were treated with dignity and respect. In-depth study instructions and clarifications were provided. There would be no coercion involved if they want to join in.

All participants were shielded from harm and distress. No harm came to the participants. Emotional load was lightened by the provision of support. All participants were assured of their safety, confidentiality, and autonomy during the study. These ethical standards were observed throughout the research to ensure the safety of the participants and the validity of the findings.



### 3.7 Delimitations

There are a number of elements beyond the scope of this study's investigation that could restrict its broader implications and implications for theory and practice. Secondly, the study's data was collected from a single geographical area Islamabad, Pakistan, which could reduce the generalizability of the findings. Findings cannot be extrapolated to other groups if the sample is not typical of the world at large. Furthermore, the study may have under- or over-estimated the influence of cultural and regional influences on university students' to be an entrepreneur.

Second, when conducting the analysis, it is important to remember the caveats associated with using self-reported data. Students at universities may introduce bias into the results by selecting how they present themselves or by exaggerating the scope of their entrepreneurial goals. The results may be hard to understand because the study design did not account for nuanced psychological aspects like social desirability bias.

Lastly, this study has only collect data once, so it won't be possible to see how things have changed over time. This setup makes it difficult to determine what factors might be responsible for observed associations between independent and dependent variables. Personal experiences, cultural and societal conventions, and external events may also play a role in shaping college students' beliefs in their own abilities and willingness to take risks over time.

One final assumption of this research issue is that the concept of entrepreneurial intention is universal. However, the concept of entrepreneurship may change depending on the setting, and cultural variables may affect the decision differently. Consequently, more study may be needed to establish the findings' generalizability across locations and cultures.

In addition, there are delimitations to this study's findings that must be taken into account. To begin, this research focuses on university students in Islamabad, Pakistan. Because of this restriction, the findings can only be applied to this particular



group of people. The second limitation is that the study focuses entirely on the impact of emotional intelligence on entrepreneurship while ignoring additional variables that may affect the desire to be an entrepreneur, such as family circumstances or upbringing. Additionally, the emotional intelligence and entrepreneurial ambition are both measured by self-report measures, which may be prone to response biases and may not represent the entire complexity of these dimensions. These caveats underline the need for caution when extrapolating the findings outside Islamabad, Pakistan, and underscore the need of taking into account other variables in future studies.



## 4. Results and Findings

In this chapter, the findings from the study are laid out and examined. The reliability and validity of the sample and the data are investigated, as well as the frequency distribution, in this chapter. Distribution frequencies and other descriptive statistics for the variables are shown first. The analysis reveals the spread, major trends, and variations in the data. The frequency distribution sheds light on the correlation between emotional intelligence and entrepreneurial intention among university students. Next, the credibility of the sample and the information is assessed. Reliability analysis verifies the dependability of the study's measurements in identifying the intended constructs. The strength of future investigations can be improved by determining the dependability of collected samples. Validity of data is another area factor analysis covers. This statistical approach measures the variable's construct validity by identifying its underlying constructs or dimensions. Emotional intelligence and the intent to be an entrepreneur are incorporated into the study's metrics via factor analysis.

This chapter concludes with some brief discussions on correlation and regression. Emotional intelligence has been shown to correlate with entrepreneurial intention. However, regression analysis predicts entrepreneurial desire to investigate the impact of emotional intelligence on the entrepreneurial intention of university students.

The findings are summarized in this chapter and include measures of distribution and description, as well as analyses of dependability, factors, correlation, and regression. Employing these statistical tools, this chapter explores the impact of emotional intelligence and entrepreneurial intention on university students.

### 4.1 Descriptive Statistics

**Table 1 Age of Respondents**

	Age			
	Frequency	Percent	Valid Percent	Cumulative Percent
Below 20	46	30.7	30.7	30.7
20-30	87	58.0	58.0	88.7
Above 30	17	11.3	11.3	100.0



Total	150	100.0	100.0
-------	-----	-------	-------

Table 1 presents descriptive statistics about the respondents, including their age distribution. Thirty-seven percent were teenagers, 58 percent were in their 20s and 30s, and 11.3 percent were in their 40s and 50s. The numbers shown are the valid percentages, showing what share of valid responses came from each age group. The percentage column shows the overall breakdown of responders by age range. The results show that there was a wide age range across the respondents, but that most were in their twenties and thirties.

**Table 2 Gender of Respondents**

	Gender			
	Frequency	Percent	Valid Percent	Cumulative Percent
Male	81	54.0	54.0	54.0
Female	69	46.0	46.0	100.0
Total	150	100.0	100.0	

Perceptions into the gender distribution of respondents are provided through descriptive statistics and displayed in Table 2. Fifty-four percent of the overall sample of 150 people were men and 46% were women. The percentages shown are the legitimate percentages, showing what fraction of respondents (out of all respondents) identify with each gender. Total percentages of male and female responders are displayed in the corresponding columns. The results indicate that there is a very even distribution of men and women within the respondents, with 54.0% of men responding and 46.0% of women responding. This suggests that university students of both sexes are participating, which will allow for a more balanced examination of how emotional intelligence affects the entrepreneurial intention.

**Table 3 Qualification of Respondents**

	Qualification			
	Frequency	Percent	Valid Percent	Cumulative Percent
Under-Graduate	71	47.3	47.3	47.3
Graduate	68	45.3	45.3	92.7
Post-Graduate	11	7.3	7.3	100.0



Total	150	100.0	100.0
-------	-----	-------	-------

Table 3 shows the findings, which shed light on the participants' qualification distribution. In a survey with 150 people, 47.3% said they were in high school, 45.3% said they were in university, and 7.3% said they were in graduate school. These figures indicate the valid percent, showing what share of total valid responses comes from each qualification category. The percentage column displays how many people fall into each qualification category as a whole. According to the data, over half of all respondents (47.3%) hold an undergraduate degree, with graduate degrees coming in at a close second (45.3%). Only 7.4% of those polled had completed post-secondary education. These results shed light on the individuals' academic backgrounds, expanding our knowledge of how EQ affects the likelihood that university students of diverse academic prowess will pursue entrepreneurial opportunities.

**Table 4 Specialization of Respondents**

	Specialization		Valid Percent	Cumulative Percent
	Frequency	Percent		
Engineering	53	35.3	35.3	35.3
Management/Business Studies	70	46.7	46.7	82.0
Social Studies	13	8.7	8.7	90.7
Medical	6	4.0	4.0	94.7
Others	8	5.3	5.3	100.0
Total	150	100.0	100.0	

Table 4 presents descriptive statistics that shed light on the specialization distribution of participants. From a total of 150 participants, the data reveals that 35.3% are engineers. This makes engineering the most popular field of study in the sample. Management/Business Studies was chosen as a major by 46.7% of respondents, making it the second most popular option. In terms of field of study, Social Science accounts for 8.7% of responses, following Medical by 4.0%. Of the total sample, 5.3% identified their area of expertise as "Others."



The cumulative percent column shows the overall distribution of participants throughout specialization groups, whereas the valid percent column shows the distribution of respondents among the specialization groups. These results reflect the wide spectrum of expertise held by the participants, with a disproportionate percentage of participants holding degrees in Engineering and Management/Business Studies. The ability to analyze within specific subjects of study and their possible impact on entrepreneurial goals is greatly aided by knowledge of the distribution of specialties among university students.

**Table 5 Descriptive Statistics**

	<b>Descriptive Statistics</b>				
	N	Min	Max	Mean	Std. Deviation
Entrepreneurial Intention	149	1.60	5.00	3.9315	.88525
Self-Awareness	149	1.80	5.00	3.8913	.73942
Social-Awareness	147	1.40	5.00	3.8626	.85394
Self-Management	146	1.20	5.00	3.5726	.87435
Interpersonal Skill	148	1.14	5.00	4.0376	.74116
Valid N (listwise)	140				

Table 5 presents descriptive statistics that shed light on mean and std. deviation values along with minimum and maximum values. Results show that entrepreneurial intention has mean value = 3.931 along with std. deviation value .885. However, the average entrepreneurial intention is good in university students. On the other hand, to the constructs of emotional intelligence it is observed that self-awareness has mean value 3.891 and it deviates to .739, while social awareness has mean value 3.862 along with std. deviation .853. On the other hand, self-management has mean value = 3.572 and the same value deviates to .874. Lastly, it is observed that interpersonal skills have mean value = 4.037 along with std. deviation. Overall the emotional intelligence score is good as it is greater than median point.



**Table 6 KMO**

<b>KMO and Bartlett's Test</b>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.909
Bartlett's Test of Sphericity	Approx. Chi-Square	2640.9
	df	65
	Sig.	.000

Kaiser-Meyer-Olkin (KMO) describes that sampling adequacy in order to test the validity of results. Results show that KMO value is 0.909 along with Bartlett's Test of Sphericity value is 2640.9 and the same value has sig. value less than 0.05. Therefore, there is no issue of sampling adequacy.

**Table 7 Factor Analysis**

	<b>Rotated Component Matrix<sup>a</sup></b>				
	Component				
	1	2	3	4	5
IS2	.827				
IS3	.785				
IS1	.708				
IS4	.587				
IS6	.579				
IS7	.569				
IS5	.514				
SM3		.748			
SM2		.732			
SM5		.723			
SM4		.697			
SM1		.686			
EI3			.732		
EI5			.728		
EI2			.705		
EI4			.657		
EI1			.621		
SOA1				.757	





SOA5			.682	
SOA3			.666	
SOA2			.649	
SOA4			.625	
SA2				.862
SA3				.818
SA4				.777
SA1				.703
SA5				.512

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Above table factor analysis shows that all the loading scores for entrepreneurial intention and emotional intelligence constructs are greater than 0.50 except EI-2 “If I have a chance and I can make my own decision, I choose to start a Business” and IS-5 “I can bring betterment in my social relationships in case of adversity” which were eliminated from initial validation process. Furthermore, there is no evidence of cross loading and negative loading. Five items of entrepreneurial intention range from .621 to .732 (greater than 0.50). Seven items of interpersonal skills range from .514 to .827 (greater than 0.50). Five items of self-management range from .686 to .748 (greater than 0.50). Five items of social awareness range from .625 to .757 (greater than 0.50). Lastly, self-awareness has loading scores in range of .512 to .862. However, this instrument is valid to use in the further analysis.

### Table 8. Reliability Analysis

#### Interpersonal Skills

Reliability Statistics	
Cronbach's Alpha	N of Items
.899	7

Seven items of interpersonal skills are internally consistent to ensure the reliability of variable with cronbach’s alpha value .899 greater than 0.70.



## **Self-Management**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.869	5

Five items of self-management are internally consistent to ensure the reliability of variable with cronbach's alpha value .869 greater than 0.70.

## **Social Awareness**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.879	5

Five items of social awareness are internally consistent to ensure the reliability of variable with cronbach's alpha value .879 greater than 0.70.

## **Self-Awareness**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.822	5

Five items of self-awareness are internally consistent to ensure the reliability of variable with cronbach's alpha value .822 greater than 0.70.

## **Entrepreneurial Intention**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.893	5



Five items of entrepreneurial intention are internally consistent to ensure the reliability of variable with cronbach's alpha value .893 greater than 0.70.

**Table 8 Correlation Analysis**

Correlations		1	2	3	4	5
Entrepreneurial Intention	Pearson Correlation	1	.376**	.680**	.676**	.706**
	Sig. (2-tailed)		0	0	0	0
	N	149	149	145	146	147
Self-Awareness	Pearson Correlation	.376**	1	.224**	.321**	.398**
	Sig. (2-tailed)	0		0.007	0	0
	N	149	149	145	146	147
Self-Management	Pearson Correlation	.680**	.224**	1	.586**	.604**
	Sig. (2-tailed)	0	0.007		0	0
	N	145	145	146	143	144
Social-Awareness	Pearson Correlation	.676**	.321**	.586**	1	.746**
	Sig. (2-tailed)	0	0	0		0
	N	146	146	143	147	145
Interpersonal Skill	Pearson Correlation	.706**	.398**	.604**	.746**	1
	Sig. (2-tailed)	0	0	0	0	
	N	147	147	144	145	148

Correlation results shows that entrepreneurial intention has significant positive association with self-awareness. Value of correlation is significant and moderate along with r value = .376 and sig. value 0.000. Next, entrepreneurial intention has significant positive association with self-management. Value of correlation is significant and strong along with r value = .680 and sig. value 0.000. Furthermore, entrepreneurial intention has significant positive association with social awareness. Value of correlation is significant and strong along with r value = .676 and sig. value 0.000. Lastly, it is observed that entrepreneurial intention has significant positive association with interpersonal skills. Value of correlation is significant and strong along with r value = .706 and sig. value 0.000.



**Table 9 Regression Analysis**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.797 <sup>a</sup>	.635	.624	.55012

a. Predictors: (Constant), Self-Awareness, Self-Management, Social-Awareness, Interpersonal Skill

Model summary results show that there is significant amount of variation that is found to cause in entrepreneurial intention due to emotional intelligence constructs including self-awareness, self-management, social-awareness, interpersonal skill. There is 62.4 variation observed in entrepreneurial intention due to emotional intelligence. R-square and R-square values are .797 and .635 respectively.

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	70.944	4	17.736	58.606	.000 <sup>b</sup>
	Residual	40.855	135	.303		
	Total	111.799	139			

a. Dependent Variable: Entrepreneurial Intention

b. Predictors: (Constant), Self-Awareness, Self-Management, Social Awareness, Interpersonal Skill

F-statistics in above model is 17.73 along with Sig. value 0.000. This value endorses model of fitness.

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
1	(Constant)	-.126	.302		-.418	.677
	Interpersonal Skill	.300	.101	.251	2.979	.003
	Self-Management	.381	.070	.371	5.480	.000
	Social Awareness	.247	.083	.237	2.959	.004
	Self-Awareness	.134	.067	.113	1.992	.048

a. Dependent Variable: Entrepreneurial Intention



In above table beta coefficient values are provided for each construct of emotional intelligence. Beta coefficient value of interpersonal skills is .251 along with its sig. value 0.003. It shows there is .251 units change in entrepreneurial intention when interpersonal skills changes by 1 unit. This relationship is positive and significant at 95 percent level of confidence. Next, beta coefficient value of self-management is .371 along with its sig. value 0.000. It shows there is .371 units change in entrepreneurial intention when self-management changes by 1 unit. This relationship is positive and significant at 95 percent level of confidence. Furthermore, beta coefficient value of self-management is .371 along with its sig. value 0.000. It shows there is .371 units change in entrepreneurial intention when self-management changes by 1 unit. This relationship is positive and significant at 95 percent level of confidence. Self-management is the factor that is causing the highest significant change



## 5. Discussion

Emotional intelligence is an integral component of any successful person's personal and professional life. Self-awareness, self-regulation, motivation, empathy, and social skills are vital elements of emotional intelligence. Even though EI has proven useful in helping an individual create and sustain a successful entrepreneurial journey, it can be helpful in other areas. As mentioned previously, sociality is a valuable tool for individuals seeking self-expression and connection. With that said, because of the opportunity to connect with others, the popularity of particular industries, and the constant need for innovative solutions, individuals can find themselves among businesses that seek their help (Durnali, et al., 2023).

The importance of entrepreneurial success is that it helps individuals to develop skills and knowledge that help them to become productive members of society. The entrepreneurial world has always been characterized by competition and the need for innovation and creativity among firms. This means that most entrepreneurs are faced with various challenges and opportunities. As such, they must be well-equipped with the knowledge and abilities needed for their businesses to succeed. However, present study also analysed this and found that entrepreneurial intention is positively influence by emotional intelligence. Similarly, according to Ramanujan, et al., (2022), emotional intelligence is one of the factors that influence entrepreneurial intentions positively and the ability to overcome obstacles in the course of running successful businesses (Ramanujan, et al., 2022). Being an entrepreneur requires one to have good interpersonal skills and the ability to understand how emotion affects decision-making and behavior at different levels. Therefore, this is a proper element for the students to produce good decisions about entrepreneurship with the support of emotional intelligence. Empirical results also show that there is positive and significant impact of interpersonal skills on entrepreneurial intention of university students.

Nithya, et al., (2022) argued that educational institutions play a significant role in bringing together students from diverse backgrounds, races, cultures, gender, and socioeconomic status. These individuals are allowed to learn not only about the



dynamics of the economy but personality characteristics such as emotional intelligence (Nithya, et al., 2022). They get to learn about human resources management and other important aspects of entrepreneurship. Moreover, they receive practical training that prepares them for future career. Thus, universities play a critical role in developing emotional intelligence, which is instrumental in achieving economic growth and prosperity. Additionally, this kind of knowledge helps individuals to identify potential business opportunities and develop viable strategies for launching new ventures. Emotional intelligence theory describes four components of EI: self-awareness, self-regulation, motivation, and self-management. Self-awareness is one of the first stages in this process within the framework of EI (Mishra, & Singh, 2022). Intuition is based on experience, while emotionality is perceived as being influenced by feelings and thoughts. Similarly, 62.4 percent variation is observed in Pakistani university students' entrepreneurial intention due to strong emotional intelligence factor.

According to Durnali, et al., (2023), self-regulation is also called affective regulation, self-control, and self-management which is observed to significant contribution in the entrepreneurial intention of university students in Pakistan. However, it ensures that emotions are not uncontrolled and stay within the limits of acceptable norms. People with high levels of self-management usually do not suffer from negative emotions. They have strong inner states which allow them to deal with situations calmly and constructively helping them to be successful entrepreneur. Another important factor is self-awareness, which implies effective effort and understanding about own emotions. A person with good self-awareness can regulate his emotions and not lose control at times when needed. This is found as another significant contributor in present study.

To establish close relationships with others, people should develop interpersonal skills and abilities. By doing so, an individual develops a sense of compassion or sympathy towards others to build a positive relationship which is very important in entrepreneurial perspective which observed from the empirical findings of present



study. At the same time, it is necessary to underline the idea that empathy is based on mutual empathy, i.e., sharing and supporting each other.

According to Durnali, et al., (2023), one must pay attention to the issue of trust, which is crucial for building meaningful relationships with others.

Previous studies significantly contributed towards to identify several factors which contribute to the development of social skills. Some examples include cooperation, communication, and working in teams. These traits are particularly valuable during interactions with people with whom you may initially have no previous interaction. Moreover, having social competence helps individuals to take responsibility for their actions, acknowledge their mistakes, and accept criticism. Social skills are the basis for building a healthy relationship during successful entrepreneurial journeys. Blázquez Puerta, et al., (2022) stated that it is necessary to consider how to improve personal social skills to become a member of the community and create a pleasant atmosphere around people (Blázquez Puerta, et al., 2022). Similarly, it is observed in present study based on evidence from university student in Pakistan.

There are specific changes in emotional intelligence, including increased self-awareness, self-regulation, empathy, and social skills. These concepts are related to how students develop their abilities in the classroom due to the influence of teachers' attitudes toward their behaviors and students' emotional reactions to their interactions.

The research conducted by Ramanujan, et al., (2022) found that there was a positive relationship between emotional intelligence and entrepreneurship intentions (Ramanujan, et al., 2022). However, these results depended on the type of EI, as well as individual characteristics. For instance, higher scores in emotional intelligence were associated with more optimistic attitudes toward entrepreneurship, while lower emotional intelligence scores were related to better preparedness and confidence. Therefore, EI plays a crucial role in determining whether or not someone intends to start entrepreneurship. More specifically, emotional intelligence impacts one's willingness to venture into unfamiliar territory or engage in self-driven projects.





Additionally, it is observed that good levels of educational attainment and personality traits can predict entrepreneurial tendencies in university students. Specifically, people with stronger emotional intelligence tend to be more likely to start up a business or take risks compared to those who scored low in this area (Almeida, 2022) which is also supported empirically in present study. Consequently, this can positively impact individuals' chances of succeeding in the entrepreneurial world.

Shah, et al., (2022) stated that emotional intelligence can be utilized to improve the performance of university students (Shah, et al., 2022). First, it enhances resilience and the ability to stay focused and work under pressure. A person who has developed adequate emotional intelligence may be able to approach problems calmly, thus becoming more flexible and resilient when facing challenges in life. However, present study found to have significant contribution of social awareness towards entrepreneurial intention.

This way, entrepreneurs can handle stress and overcome difficulties that come their way to entrepreneurship. Second, emotionally intelligent individuals are highly adaptable, meaning they can quickly change their opinions and behaviors to accommodate their changing circumstances which is very integral during a successful entrepreneurial journey. This is why they are often willing to consider alternative solutions to conflict and problem-solving. Thirdly, people with strong emotional intelligence are usually confident as they perceive their capabilities and strengths as well as their weaknesses. They see themselves as capable leaders, meaning they do not try to hide any flaws they may have. If they face criticism, they tend to believe that these criticisms stem from others' perceptions rather than their own. Lastly, emotionally intelligent individuals are comfortable with being alone and prefer working with small groups of people instead of interacting with large numbers of people (Ononye, et al., 2022). Their social interaction skills make them less likely to fall victim to group thinking and teaming up with others to achieve common goals. All these traits contribute to increased productivity and overall success in entrepreneurial activities. Hence, emotional intelligence can help university students to be more optimistic about their successful entrepreneurial journey in Pakistan.



Although, emotional intelligence is more related to human personality traits but there is significant contribution of emotional intelligence in development of entrepreneurial intention in university students.

Similarly, Eliza, & Amalia, (2022) proved that emotional intelligence is a key element of both personal and professional success. At the same time, if an individual lacks a proper understanding of his emotions, then he is likely to fail miserably in both personal and professional success. One way of improving emotional intelligence in university students is to engage in learning activities as this is linked to increased awareness of one's feelings and mood. Learning activities might include games, music, sports, or even meditation to enhance focus on one's thoughts and emotions. Engaging in activities that you like and that you find enjoyable will boost your creativity and entrepreneurial intention. Emotional intelligence also includes cultivating empathy, which enables individuals to understand those around them as part of their journey and empathize with their struggles and frustrations. Developing a healthy relationship with others is critical for building emotional intelligence. The study conducted by Khaerunnisa, & Kadir, (2022) proved that emotional intelligence involves having good relationships with others, which is vital in fostering trust and mutual understanding (Khaerunnisa, & Kadir, 2022). Interacting with others can be beneficial for developing emotional intelligence as it provides the space for sharing feelings and experiences. Therefore, engaging in activities that you enjoy and that meet your expectations will positively impact your emotional intelligence and ultimately entrepreneurial intention.



## 6. Conclusion

This study discusses the relationship between emotional intelligence and entrepreneurial intention from students in Pakistan. Consequently, there is a significant relationship between emotional intelligence and intentions of starting or running their own business among university students. As such, emotional intelligence played a significant role in predicting any outcome while trying to make informed decisions about the life goals. Emotional intelligence is essential in helping individuals make sound decisions, especially when making critical choices in their personal lives. For instance, it helps people recognize their emotions and respond appropriately to them. Such actions are important in boosting their self-esteem, which then contributes significantly towards improving their chances of thriving in their careers as well as in other aspects of their lives. Therefore, emotional intelligence plays a significant role in predicting entrepreneurs' intentions, it still holds the key in shaping their abilities as well as their behaviors and thoughts.

The present study has collected data from 150 university students in Islamabad Pakistan. Based on primary survey results it is observed that there are all four constructs of emotional intelligence positively and significantly contributes towards entrepreneurial intention of university students.

It is crucial for these individuals to develop emotional skills such as empathy, self-awareness, interpersonal skills, and social awareness so that they can be able to understand others and relate positively to their situations. This will help them overcome problems more effectively and hence improve their overall performance at work, school, and personal relationships. Moreover, emotional intelligence plays an important role in influencing how one behaves in different circumstances while being an entrepreneur. Many studies have shown that it is possible to shape how people behave using emotional intelligence. Moreover, being aware of one's emotions and responding quickly may boost one's ability to cope with various challenges in life. Being empathetic, self-aware, self-compassionate, and having good interpersonal communication skills may be helpful in promoting positive outcomes as entrepreneur.



Hence, by developing emotional intelligence, individuals will be able to become more effective leaders, managers, and team builders.

Emotional intelligence is a critical characteristic that enables an entrepreneur to make decisions and solve problems efficiently. While it may take time to develop, developing emotional intelligence can be beneficial in entrepreneurial journey. It can help entrepreneurs understand situations better and identify the best solutions to any issues they face. Therefore, having a strong emotional intelligence is vital for success in all aspects of their lives and careers. Developing a comprehensive understanding of one's emotions is essential for effective decision-making processes. There is a close connection between emotional intelligence and the entrepreneurial intentions of university students. Higher levels of emotional intelligence are associated with more optimistic attitudes towards entrepreneurship. On the contrary, lower emotional intelligence scores are linked to better preparedness and confidence. Employing emotional intelligence can help individuals to remain focused on their daily responsibilities, avoid distractions, and focus on specific project outcomes. Emotional intelligence may also facilitate the process of finding suitable jobs in competitive environments. Overall, emotional intelligence is crucial in shaping entrepreneurial decisions and behaviors.



## 7. Recommendations

- Emotional intelligence skills are critical factor that influences an entrepreneur's success in business operations. There are numerous types of skills that individuals must possess to become successful entrepreneurs.
- Some of the most common skills include self-management, self-awareness, team-working under social awareness, and interpersonal skills. Self-management entails the capacity to control one's impulses, thoughts, and behaviors.
- Entrepreneurs possessing emotional intelligence should prioritize their tasks and responsibilities, which helps them to overcome obstacles and meet set timelines. Interpersonal skills are the abilities to relate effectively with others.
- Entrepreneurs, therefore, need to exhibit strong interpersonal skills to make others feel comfortable and trust them. Finally, Entrepreneurs must have good organization skills to enable them to efficiently organize groups of workers.
- Through so doing, entrepreneurs should coordinate their resources, schedule members, monitor progress, and plan future activities. Therefore, emotional intelligence, social skills, organizational skills, and personal qualities play a critical role in determining if one becomes a successful entrepreneur.
- Emotional intelligence is one of the many characteristics that significantly impact an individual's capability to succeed in business operations.
- Students should improve overall productivity in university tasks. Additionally, the possession of emotional intelligence can increase chances of becoming successful entrepreneurs.



- Entrepreneurs having emotional intelligence can also influence decision-making processes, thereby improving efficiency. Therefore, it is critical for entrepreneurs to invest in training programs to equip workers with skills that would enhance their ability to connect emotionally with business partners and stakeholders.

## 8. Future Directions

Emotional intelligence is relevant to one's ability to recognize and control one's own feelings and those of others effectively. There are different types of emotional intelligences including; social empathy, affective empathy, cognitive empathy, motivational, and relational empathy. Social skills such as listening, empathy, and nonverbal communication are crucial components of emotional intelligence. Although there are differences between these types of intelligence, all of them play a significant role in determining how we behave in everyday life situations. Further studies can focus on these attributes separately to analyse the concept of emotional intelligence in more details in the context of entrepreneurial intention.

In summary, strengthening the emotional intelligence can support us in attaining optimal results and maintaining healthy relationships with others. Motivated communicators work towards achieving goals and overcome challenges. They are always motivated and willing to put time and effort into whatever challenges they face. Having strong intrinsic motivations helps create stronger bonds with others, enabling them to share ideas better and get along more easily. Intrinsic motivators are able to maintain connections with others and increase their success which can be further study in the context of entrepreneurship.



## 9. References List

- Ajzen, I. (2020). The theory of planned behavior: Frequently asked questions. *Human Behavior and Emerging Technologies*, 2(4), 314-324.
- Ala'eddin Ahmed, N. A., Nusairat, N. M., Abuhashesh, M., Rawashdeh, L., & Al-Gasawneh, J. A. (2021). The Impact of Entrepreneurs' Emotional Intelligence on Creativity: The Moderating Role of Personal Traits. *Annals of the Romanian Society for Cell Biology*, 5626-5640.
- Al-Jubari, I. (2019). College students' entrepreneurial intention: Testing an integrated model of SDT and TPB. *Sage Open*, 9(2), 2158244019853467.
- Almeida, F., & Devedzic, V. (2022). The Relevance of Soft Skills for Entrepreneurs. *JEEMS Journal of East European Management Studies*, 27(1), 157-172.
- Antinienė, D., Lekavičienė, R., Rūteliūnė, A., & Šeinauskienė, B. (2022). Emotional intelligence training as an intervention to diminish consumer materialism. *Entrepreneurship and sustainability issues*, 10(1), 328-343.
- Anwar, G., & Abdullah, N. N. (2021). Inspiring future entrepreneurs: The effect of experiential learning on the entrepreneurial intention at higher education. *International Journal of English Literature and Social Sciences*, 6.
- Aziz, F., Mahadi, N., & Ariffin, Z. Z. (2019). The role of emotional intelligence in promoting environmentally friendly behavior in the organization. *Test engineering and management*, 81, 5985-5993.



- Barreiro, C. A., & Treglown, L. (2020). What makes an engaged employee? A facet-level approach to trait emotional intelligence as a predictor of employee engagement. *Personality and Individual Differences, 159*, 109892.
- Bell, E., Bryman, A., & Harley, B. (2022). *Business research methods*. Oxford university press.
- Blázquez Puerta, C. D., Bermúdez-González, G., & Soler García, I. P. (2022). Human systematic innovation helix: Knowledge management, emotional intelligence, and entrepreneurial competency. *Sustainability, 14*(7), 4296.
- Blázquez Puerta, C. D., Bermúdez-González, G., & Soler García, I. P. (2022). Human systematic innovation helix: Knowledge management, emotional intelligence and entrepreneurial competency. *Sustainability, 14*(7), 4296.
- Boldureanu, G., Ionescu, A. M., Bercu, A. M., Bedrule-Grigoruță, M. V., & Boldureanu, D. (2020). Entrepreneurship education through successful entrepreneurial models in higher education institutions. *Sustainability, 12*(3), 1267.
- Chukwuemeka, O. D. (2021). Emotional Intelligence and Entrepreneurial Sustainability: A Study of Selected Brewery Companies in South-East, Nigeria. *NDA Journal of Management Sciences Research, 1*(1), 83-92.
- Daly, M. (2015). The long term returns of attempting self-employment with regular employment as a fall back option. *Labour Economics, 35*, 26-52.
- Dimitrov, Y., & Vazova, T. (2020). Developing capabilities from the scope of emotional intelligence as part of the soft skills needed in the long-term care sector:





presentation of a pilot study and training methodology. *Journal of primary care & community health*, 11, 2150132720906275.

Durnali, M., Orakci, Ş., & Khalili, T. (2023). Fostering creative thinking skills to burst the effect of emotional intelligence on entrepreneurial skills. *Thinking Skills and Creativity*, 47, 101200.

Eliza, N., & Amalia, D. (2022). The Effect of Emotional Intelligence, Spiritual Intelligence and Learning Behavior on The Level of Accounting Understanding. *Journal of Applied Managerial Accounting*, 6(1), 154-165.

Fernández-Pérez, V., Montes-Merino, A., Rodríguez-Ariza, L., & Galicia, P. E. A. (2019). Emotional competencies and cognitive antecedents in shaping student's entrepreneurial intention: the moderating role of entrepreneurship education. *International Entrepreneurship and Management Journal*, 15, 281-305.

Fragoso, R., Rocha-Junior, W., & Xavier, A. (2020). Determinant factors of entrepreneurial intention among university students in Brazil and Portugal. *Journal of Small Business & Entrepreneurship*, 32(1), 33-57.

Goleman, D. (1995). *Emotional Intelligence* Bantam Books. *New York*.

Goleman, D. (2019). *The emotionally intelligent leader*. Harvard Business Press.

Goleman, D. (2020). *Emotional intelligence*. Bloomsbury Publishing.

Goleman, D., & Boyatzis, R. (2017). Emotional intelligence has 12 elements. Which do you need to work on. *Harvard Business Review*, 84(2), 1-5.



- Karia, N. (2021). A comparative benchmark model for SMEs: viable entrepreneur emotional intelligence. *Benchmarking: An International Journal*, 28(3), 813-829.
- Khaerunnisa, F., & Kadir, A. R. (2022). The Effect of Emotional Intelligence and Organizational Commitment on Employee Performance with Organizational Citizenship Behavior as Intervening variable in The Population and Civil Registry Service Office of Makassar City. *Hasanuddin Journal of Applied Business and Entrepreneurship*, 5(2), 1-14.
- Khalid, A., Bashir, M., & Saqib, S. (2018). Collective Impact of Entrepreneurial Self-Efficacy and Risk Propensity on Entrepreneurial Intentions; Mediating Role of Perceived Social Support. *International Journal of Engineering & Technology*, 7(3.21), 24-30.
- Krueger, N. F. (2017). Entrepreneurial intentions are dead: Long live entrepreneurial intentions. *Revisiting the Entrepreneurial Mind: Inside the Black Box: An Expanded Edition*, 13-34.
- Kumar, M. R., Kumar, R., & Kumar, R. (2020). Theory of Planned Behaviour In Social Entrepreneurship. *Journal Homepage: <http://ijmr.net.in>*, 8(06).
- Kwapisz, A., Schell, W. J., Aytes, K., & Bryant, S. (2022). Entrepreneurial action and intention: the role of entrepreneurial mindset, emotional intelligence, and grit. *Entrepreneurship Education and Pedagogy*, 5(3), 375-405.



- Li, C., Ahmed, N., Qalati, S. A., Khan, A., & Naz, S. (2020). Role of business incubators as a tool for entrepreneurship development: the mediating and moderating role of business start-up and government regulations. *Sustainability*, 12(5), 1822.
- Maheshwari, G., Kha, K. L., & Arokiasamy, A. R. A. (2022). Factors affecting students' entrepreneurial intentions: a systematic review (2005–2022) for future directions in theory and practice. *Management Review Quarterly*, 1-68.
- Manda, I. L., Todoruț, D., & Manda, C. (2020). Valorisation of Managerial and Entrepreneurial Qualities Through the Development of Emotional Intelligence. *Ovidius University Annals, Series Economic Sciences*, 20(1).
- Matthew, O., Adewale, A., Jummai, T., & Victoria, O. (2023). Will Emotional Intelligence Contribute to Entrepreneurial Success of FIIRO (Federal Institute of Industrial Research Oshodi) Technology Adoptees in South West Geopolitical Zone Nigeria?. *South Asian Journal of Social Studies and Economics*, 18(1), 1-17.
- Mikuš, J., Pilková, A., Fedorova, Y., & Btytan, Y. (2022). Model for the Emotional Intelligence's Development in Entrepreneurship. *THE POPRAD ECONOMIC AND MANAGEMENT*, 10, 402.
- Mishra, A., & Singh, P. (2022). Effect of emotional intelligence and cognitive flexibility on entrepreneurial intention: the mediating role of entrepreneurial self-efficacy. *Journal of Entrepreneurship in Emerging Economies*, (ahead-of-print).



- Mishra, A., & Singh, P. (2022). Effect of emotional intelligence and cognitive flexibility on entrepreneurial intention: mediating role of entrepreneurial self-efficacy. *Journal of Entrepreneurship in Emerging Economies*, (ahead-of-print).
- Morland, L., Scott, J. M., & Thompson, J. L. (2021). Experiential Entrepreneurship Education and the Student-Focused Entrepreneurial University. *Education Training*, 63(9), 1258-1275. <https://doi.org/10.1108/ET-09-2020-0259>
- Mujahid, S., Mubarik, M. S., & Naghavi, N. (2020). Developing entrepreneurial intentions: what matters? *Middle East Journal of Management*, 7(1), 41-59.
- Nawaz, T., Rehman, K., & Javed, A. (2020). MEDIATING ROLE OF SELF-REGULATION BETWEEN EMOTIONAL INTELLIGENCE AND ENTREPRENEURIAL INTENTION.(EVIDENCE FROM MANAGEMENT STUDENTS). *City University Research Journal*, 10(4).
- Nithya, N., Dilip, D., & Raman, M. S. (2022). A Psychology Analysis of Entrepreneurial Intention among Indian Students: A Metadata Analysis towards building a Conceptual Framework. *NeuroQuantology*, 20(5), 3816-3839.
- Olugbola, S. A. (2017). Exploring entrepreneurial readiness of youth and startup success components: Entrepreneurship training as a moderator. *Journal of innovation & Knowledge*, 2(3), 155-171.
- Ononye, U., Ndudi, F., Bereprebofa, D., & Maduemezia, I. (2022). Academic resilience, emotional intelligence, and academic performance among undergraduate students. *Knowledge and Performance Management*, 6(1), 1.



Papulová, Z., & Papula, J. (2015). Entrepreneurship in the Eyes of the Young Generation.

*Procedia Economics and Finance*, 34(1), 514-520.

PHAN, H. T., MAI, T. T., & NGUYEN, T. T. (2021). The Impact of Emotional

Intelligence Orientation on Audit Sustainability: Empirical Evidence from

Vietnam. *The Journal of Asian Finance, Economics and Business*, 8(3), 1021-

1034.

Por, J., Barriball, L., Fitzpatrick, J., & Roberts, J. (2011). Emotional intelligence: Its

relationship to stress, coping, well-being and professional performance in

nursing students. *Nurse education today*, 31(8), 855-860.

Prezenza, A., Abbate, T., Meleddu, M., & Sheehan, L. (2020). Start-up entrepreneurs'

personality traits. An exploratory analysis of the Italian tourism industry.

*Current Issues in Tourism*, 23(17), 2146-2164.

Qudus, A., Mazhar, M., & Tabassum, M. F. (2022). The Role of Psychological Factors on

Entrepreneurial Intentions among Business Students. *Journal of Behavioural*

*Sciences*, 32(1).

Rahmawaty, A. (2019). Model Empiris Minat Entrepreneurship Dengan Pendekatan

Theory of Planned Behavior. *Equilibrium: Jurnal Ekonomi Syariah*, 7(1), 64.

Ramanujan, V., Rao, R. B., & Rekha, R. (2022). A Study on the Impact of Emotional Intelligence

and Networking on Performance of the MSME Entrepreneurs. *Management and*

*Technology Research Journal*, 1(1), 7-11.

Reeve, J. (2018). Understanding motivation and emotion. John Wiley & Sons.



- Renko, M., & El Tarabishy, A. (2021). Entrepreneurial intention among minority groups: A systematic review and research agenda. *Journal of Business Research*, 123, 624-636.
- Rodrigues, A. P., Jorge, F. E., Pires, C. A., & António, P. (2019). The contribution of emotional intelligence and spirituality in understanding creativity and entrepreneurial intention of higher education students. *Education+ Training*, 61(7/8), 870-894.
- Saranya, E., & Palanivelu, V. R. (2022). A Study on Emotional Intelligence and Risk-Taking Capacity Of Entrepreneurs. *International Journal of Early Childhood Special Education*, 14(5).
- Shah, E., Shah, A. A., & Mirjat, A. J. (2022). Antecedents of social entrepreneurship intention among the private university students of Pakistan. *Progressive Research Journal of Arts & Humanities (PRJAH)*, 4(1), 76-89.
- Shah, S. A. A., Sukmana, R., Ahmad, M. A., Saud, M., & Fianto, B. A. (2022). Entrepreneurial intentions amongst university students in Pakistan: a comparison between students of Islamic and conventional business studies. *International Journal of Entrepreneurship and Small Business*, 46(4), 555-575.
- Tiwari, P., Bhat, A. K., & Tikoria, J. (2017). The role of emotional intelligence and self-efficacy on social entrepreneurial attitudes and social entrepreneurial intentions. *Journal of Social Entrepreneurship*, 8(2), 165-185.



- Wei, Y., Lv, H., Chen, M., Wang, M., Heidari, A. A., Chen, H., & Li, C. (2020). Predicting entrepreneurial intention of students: An extreme learning machine with Gaussian barebone Harris hawks optimizer. *Ieee Access*, 8, 76841-76855.
- Williams, Z. (2021). Daniel Goleman's Emotionally Intelligent Contribution to Organizational Theory. *Journal of Management and Innovation*, 7(1).
- Yıldırım, F., Trout, I. Y., & Hartzell, S. (2019). How are entrepreneurial intentions affected by emotional intelligence and creativity?. *Periodica Polytechnica Social and Management Sciences*, 27(1), 59-65.



## Appendix Questionnaire Questionnaire

### Demographic Section

#### 1 Gender

#### 2 Age

Below 20	20-30	Above 30
----------	-------	----------

#### 3 Enrolled Program

1= Under Graduate	2=Graduate	3= Post-Graduate
-------------------	------------	------------------

#### 3 Area of Specialization

1= Strongly Disagree, 2= Disagree, 3= Neither Agree nor Disagree, 4=Agree, 5=Strongly Agree

Q.#	Statement	1	2	3	4	5
	<b>Entrepreneurial intention</b>					
1	I think I am more likely to start a business in the future.					
2	If I have a chance and I can make my own decision, I choose to start a Business.					
3	In order to be an entrepreneur in the future, I have been enriching myself.					
4	After graduating, I want to start a business with people.					
5	My career goal is to be an entrepreneur.					
6	I am passionate about entrepreneurship.					
	<b>Interpersonal skill</b>					
7	I am considerate of people around me.					





8	I perform my social responsibilities in the best manner.					
9	People trust on me.					
10	I keep my promise.					
11	I can bring betterment in my social relationships in case of adversity.					
12	People like to work with me.					
13	If someone needs my help, I extend all possible cooperation.					
14	I try my best to uphold relationships.					
	<b>Self-awareness</b>					
15	I can differentiate between different sentiments and emotions (e.g., anger/hatred, jealousy/envy)					
16	I remain in a conflict about my sentiments and feelings					
17	I know the underlying reason behind my hatred for someone					
18	I enjoy the happy moments fully.					
19	I become sad for no good reason.					
	<b>Self-management</b>					
20	I become sad for no good reason					
21	People can judge my negative emotions from my facial expression					
22	During discussion on any problems, I give my arguments very calmly					
23	I overcome my anger easily					
24	I weep in case of failure					
	<b>Social-awareness</b>					
25	I get upset to see poor people sleeping besides road in extreme winter/summer					
26	My sentiments and feelings are deeply influenced by the mood of people around me.					
27	I can feel the distress/plight of people having lack of resources					



28	In case of dispute among people I try to understand their viewpoint.					
29	I listen sorrows and sufferings of others and feel it all inside me.					