THE INFLUENCE OF EMOTIONAL INTELLIGENCE AMONG MBA STUDENTS OF PUBLIC AND PRIVATE UNIVERSITIES IN THE CITY OF KOLKATA

Author's Name: Binay Krishna Halder

Designation: Deputy Controller of Examinations,

University of Gour Banga,   Malda.

Address:388, Kabi Mukunda Das Road, Dum Dum Cantonment, P.O. - Rabindranagar, Kolkata – 700065.

Abstract: The study is aimed to investigate the influence of emotional intelligence among MBA students in relation to gender and specialisation. The study was conducted on 200 MBA students, out of 100 males and 100 females were selected through stratified random sampling technique from public and private universities of Kolkata city, West Bengal. The standard structured questionnaire named "Emotional Intelligence Inventory" was designed and developed by Dr. S. K. Mangal and Mrs. Subhra. Mangal (2009) was used to collect the data. Data were analyzed by using appropriate statistical test like mean, S. D., t- test and ANOVA to know the mean difference of emotional intelligence among MBA students with respect to gender and specialisation. The results revealed that there is no significant mean difference in the level of emotional intelligence among MBA students in relation to their gender and specialisations. The study will be helpful to the students to adjust themselves in new circumstances and take the right decision at the right time to tackle the awkward situation, for the bright future and progress in life.

Key Words: Emotional Intelligence, Gender, MBA Student, Specialisations, University.

Introduction

Throndike (1920) was the first to describe about emotional intelligence, and for this he used the term "Social Intelligence".According to him emotional intelligence is the skill of understanding and managing people. He gave three different ideas of emotional intelligence such as Abstract intelligence, Concrete intelligence & Social intelligence. The abstract intelligence is the type which is measured in Emotional Quotient test i. e. understanding & manipulating, verbal and mathematic concept. The concrete intelligence isthe type that helps in understanding, manipulating and objects and shapes. The 3rd type is actually the emotional intelligence, which is an asset in any type of team work.

Emotional intelligence focuses on the softer skills of building and maintains human relationships. Bar-On's model of emotional intelligence relates to the potential for performance and success, rather than performance

or success itself, and is considered process-oriented rather than outcome-oriented. It focuses on an array of emotional and social abilities, including the ability to be aware of, understand and express oneself, the ability to be aware o understands, the ability to deal with strong emotions, and ability to adapt to change and solving problems of a social or personal nature.

Literature Review

Lopes, Salovey & Straus (2003) conducted a study on 103 college students and explored links between emotional intelligence and interpersonal relationships and found that individuals scoring highly on the managing emotions subscale of the Mayer, Salovey & Caruso Emotional Intelligence Test (MSCEIT), were more likely to report positive relations with others, as well as perceived parental support and less likely to report negative interactions with close friends.

Low and Nelson (2006) claim that EQ is crucial to a student's personal health and college success. They claimed that students with emotional intelligence skills are better able to cope with demanding and complex college experience. When individuals are able to lead their life successfully in the academe, they can focus on their learning and perform academically.

Dinesh Naik & Ahirrao D Kiran (2018) conducted a study to explore the correlation between Emotional Intelligence and Achievement Motivation of Senior college students as well as comparison between boys and girls in relation with Emotional Intelligence and Achievement Motivation.

Harrod & Scheer (2005) conducted a study on 200 youths of age 16-19 and found a significant difference in the scores of males and females on emotional intelligence. He also found that female's emotional intelligence level were higher than the male's emotional intelligence level.

Abdullah (2006) suggested that some dimensions of emotional intelligence significantly predict academic performance of college students.

According to Adeyemo (2008) emotional intelligence of female workers in different organizations are higher than their male counterparts.

Khan & Ishfaq (2016) found that there is a significant difference between emotional intelligence among Adolescents students with reference to gender, socioeconomic status and type of school.

Low, Lomax, Jackson and Nelson (2004) assert that "emotional knowledge, skills, and intelligence hold a major key to improving education andhelping students, teachers, faculty, and student development professionals attain higher degrees of achievement, career success, leadership, and personal well-being".

Jaeger's (2003) study (as cited in Romanelli, Cain and Smith, 2006) reveals that levels of emotional intelligence among 150 students of a general management graduate-level course were associated with academic performance. Among these 150 students, greater correlation between emotional intelligence and academic performance was found among students who were offered emotional intelligence curriculum as compared to their counterparts who did not undergo the curriculum. Based on the findings of this research, researchers concluded that emotional intelligence is both teachable and learnable by teachers and students.

In another study involving more than 3,500 first-year students of a public university, Jaeger and Eagan (2007) found that interpersonal, stress management and adaptability to be significant predictors of students' academic achievement. They claimed that ability to deal with stressful situations allow learners to "manage the anxiety oftests, deadlines, competing priorities, and personal crises". Other than that, adaptability among college students identifies individuals who are "generally flexible, realistic, effective in understanding problematic and emotional situations, and competent at arriving at adequate solutions".

Jaeger and Eagen further concluded that in achieving college success, a student needs to have these abilities to be calm, flexible, and realistic when dealing with pressures.

Likewise, Jaeger, Bresciani, and Ward (2003) also found that interpersonal skills and students' general mood were significantly correlated to high school GPA.

Aminuddin, Tajularipin, and Rohaizan's (2009) study examining emotional intelligence level among 223 Form One and FormFour students in rural areas reveal findings that also support the influence of emotional intelligence on academic achievement. They found that the emotional intelligence is closely related to the students' academic achievement, which, they added, corroborates with the findings by Parker et al. and Petrides et al.

Rationale of the Study

Based on the above review of literature and the confirmation of the importance, the necessity of the research over the emotional intelligence and its relation with the college and school students in terms of different variables, the current research is to adopt the main components of emotional intelligence and determine to find out the influence of emotional intelligence on MBA students in relation to their gender and specializations.

Objectives

1. To find out the level of emotional intelligence of **MBA** students of public and private universities in the city of Kolkata.

2. To identify the level of emotional intelligence (EI) between males and females **MBA** students.

3. To find out the difference between the emotional intelligence (EI) of Human Resources, Marketing, Finance and Operations of **MBA** students in both public and private universities of Kolkata.

Hypotheses

1. There is a significance difference between males and females **MBA** students on emotional intelligence.

2. There is a significance difference among **MBA** students' in relation to their specialisations i.e. Human Resources, Marketing, Finance and Operations on emotional intelligence.

Methodology

Population and Sample

This study undertook six randomly selected universities from public and private sectors from Kolkata city during the academic year of 2020-2021. The population of the study was 870 MBA students. The students are enrolled in a four specialisation programme namely Human Resources (HR), Finance, Marketing, and Operations. Krejcie and Morgan (1970) has constructed a sample size of 278 participants would be sufficient to be the representative of the 1214 student population identified for this study. Based on the number of sample proposed by Krejcie and Morgan, the researcher has taken 23 % students from every specialisation. The study was conducted on 200 **MBA** students studying in four different specialisation programmes in both public and private universities in the city of Kolkata. Out of 200 students' sample, a total of 53 students were selected from HR programme, 49 students were from Finance, 53 students were from Marketing and lastly, 45 students were from Operations. Sample consists both male (100) and female (100) students. Stratified random sampling technique was used to collect the data.

Table 1: Sample Profile in terms of MBA Specialisations Students

Sl. No.	MBA Specialisations	Males	Females	Total
1	**Human Resource (HR)**	14	39	53
2	**Finance**	28	21	49
3	**Marketing**	42	11	53
4	**Operations**	16	29	45
	Total	**100**	**100**	**200**

Tools

For the present study, the researcher used the Emotional Intelligence Inventory, constituted by S.K. Mangal and Shubhra Mangal (2018). It consists of 100 items and there are two possible responses either yes or no. It consists four components, each having 25 items. This inventory measuring emotional intelligence on four areas namely 1. Intra-personal awareness 2. Inter-personal awareness 3. Intra-personal management 4. Inter-personal management. A score of one mark is provided for the response indicating the presence of emotional intelligence and zero for the absence of emotional intelligence. The reliability factor is split half 0.89 and test-retest 0.92. The validity of this inventory was established by adopting two different approaches, i.e. factorial or criterion related approach.

Administrator and Procedure

The males and females, who were studying **MBA** in four specialisations such as MBA in Human Resources (HR), MBA in Marketing, MBA in Finance and MBA in Operations in six universities including public and private in Kolkata, were selected through random sampling technique. Statistical techniques such as Mean, SD,

and 't' test were applied to interpret the obtained data with the help of Statistical Package for Social Sciences (SPSS version 20).

Table 2: MBA in Specialisations of the Respondents

MBA in Specialisations		Total
Human Resources (HR)	Count	53
	% of Total	26.5 %
Finance	Count	49
	% of Total	24.5 %
Marketing	Count	53
	% of Total	26.5 %
Operations	Count	45
	% of Total	22.5 %
Total	Count	200
	% of Total	100.0%
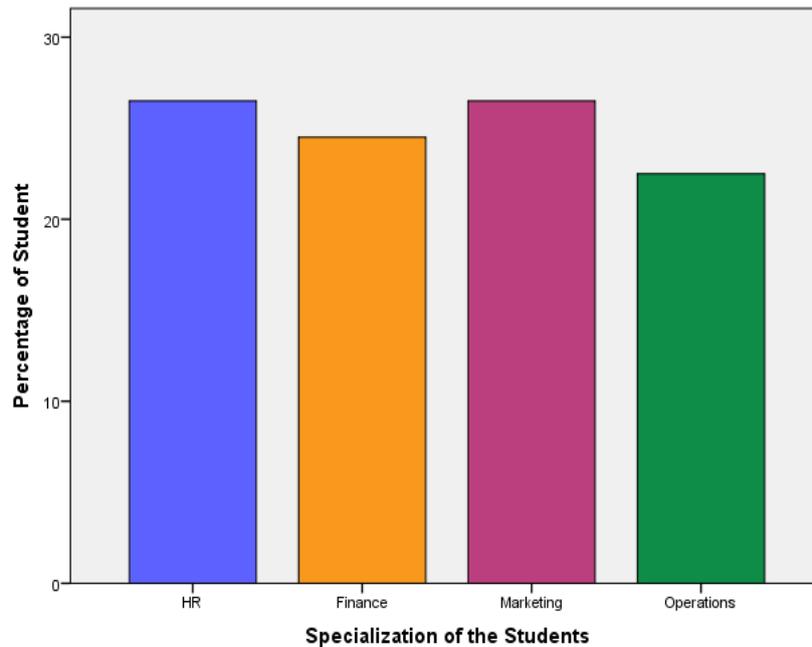
Figure 1: Percentage Distribution of the Students According to their Specialisations

It was revealed from the Table 2 and Figure 1 that out of total sample 200, 26.5 % (53) of student having specialisation in HR and Marketing and 24.5 % (49) of the student found specialisation in Finance, whereas 22.5 % (45) students have specialisation in operations of MBA students.

Table 3: Specialisations of the Respondents on account of Gender

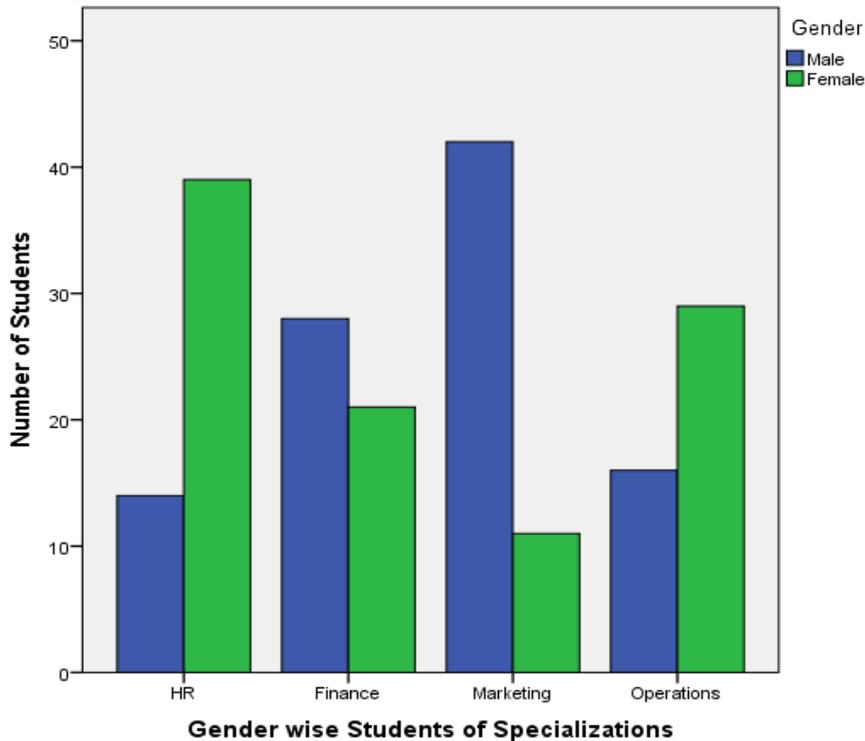| Gender	HR		Finance		Marketing		Operations		Total
	N	%	N	%	N	%	N	%	
Male	14	26.4	28	57.1	42	79.2	16	35.6	100
Female	39	73.6	21	42.9	11	20.8	29	64.4	100
Total	53	100 %	49	100 %	53	100 %	45	100 %	200

Figure 2: Specialisation of the Male and Female MBA Students

Table 3 and Figure 2 shows gender-wise distribution of the sample reveals that 14 (26.4 %) are male students in HR specialisation and 39 (73.6 %) are female HR students. 28 (57.1 %) number of male students have specialisation in Finance and 21 (42.9 %) are female. 42 (79.2 %) are male students and 11 (20.8 %) female students those who have taken specialisation in marketing, and in case of specialisation in operations 16 (35.6 %) students are male and 29 (64.4 %) students are female.

Results and Discussion

Table 4: Mean and Std. Deviation Scores on the MBA Student's Emotional Intelligence of the Total Sample

Sample	N	Mean	SD
Entire	200	78.6350	3.5911

The Table 4 depicts that the mean and standard deviation of the entire group are 78.6350 and 3.5911, respectively. Hence, it is clear that the emotional intelligence of the MBA students are average in nature.

H$_1$: **There is a significance difference between males and females MBA students on emotional intelligence.**

Table 5: 't' value in the Mean Scores on the Emotional Intelligence among Male and Female MBA Students

| Group	N	Mean	SD	t	Level of Significance
Male	100	78.8900	3.449	1.004	.316
Female	100	78.3800	3.727		

From the Table 5, the "t" value is calculated as 1.004, which is not significant at 0.05 level. Mean value of Emotional Intelligence of male and female MBA students are 78.8900 and 78.3800 respectively. Hence, there is no significant mean difference between male and female MBA students on their emotional intelligence. Therefore the alternative hypothesis H$_1$ is rejected.

H$_2$: **There is a significance difference among MBA students' in relation to their specialisations i.e. Human Resources, Marketing, Finance and Operations on emotional intelligence.**

In order to test the difference in emotional intelligence within different specialisations of the MBA students, following analysis has been done and the results are reportedbelow.

Table 6.1: Descriptive Statistics of Emotional Intelligence within various Specialisations of the MBA students

Specialisations	N	Mean	SD
Human Resources (HR)	53	77.755	4.278
Finance	49	78.531	3.298
Marketing	53	78.906	3.421
Operations	45	79.467	3.042
Total	200	78.6350	3.59114
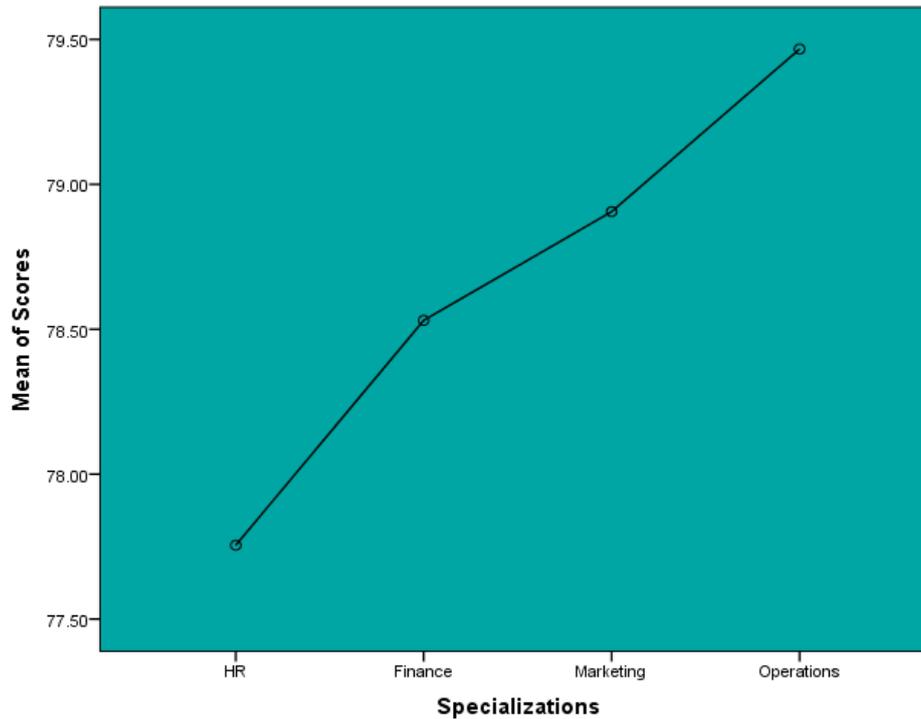
Figure 3: Graphical representation of EI of Students within Specialisations HR, Finance, Marketing and Operations.

Table 6.1 depicted that there was no significant mean difference of the emotional intelligence of the MBA students within various specialisations. The mean scores of Human Resources (M = 77.755, SD = 4.278), Finance (M = 78.531, SD = 3.298), Marketing (M = 78.906, SD = 3.421), and Operations (M = 79.467, SD = 3.042). The result suggests that there is no significant mean difference of the emotional intelligence of the MBA students within specialisations.

Table 6.2: Results of ANOVA comparing Emotional intelligence of different Specialisation of MBA Students

	Sum of Squares	df	Mean Square	F	Level of Significance
Between Groups	76.611	3	25.537		
Within Groups	2489.744	196	12.703	2.010	.114
Total	2566.355	199			

From the above Table 6.2, it was found that the calculated value of F is 2.010 andthe corresponding significant value is 0.114 which is greater than 0.05 ($p < 0.05$). Hence the alternative hypothesis (H₃) is rejected. Therefore, it can be concluded that, in the sample HR, Finance, Marketing and Operations students are not significantly different from each specialisation in terms of emotional intelligence.

Conclusion

Based on the findings,a few conclusions can be drawn:

1.   It is found that there is no significant mean difference in the level of emotional intelligence of MBA students in relation to their gender.

2.   It is found that there is no significant mean difference in the level of emotional intelligence of MBA students in relation to their specialisations.

Finally, this research exhibits that emotional intelligence of MBA students are average in nature.

Suggestions

In teaching profession, teachers have to express different emotions in respect to circumstances and they have to tackle the awkward situation of the classroom with emotions. So, it is suggested that the institutes may think over in implementing emotional intelligence to enhance their competency among teacher educators and student teachers.

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