EMOTIONAL INTELLIGENCE AND ITS INFLUENCE AMONG THE STUDENTS

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ABSTRACT

Emotional intelligence is the capacity to effectively perceive, express, understand, and manage your emotions and the emotions of others in a positive and productive manner. The selected emotional intelligence inventory is administered among the distance education MBA students. Male MBA students were high in "emotional self-awareness" dimension of emotional intelligence. Further implications are discussed in this article.

Keywords: Emotional Intelligence and MBA Students.

1.INTRODUCTION

Rapid organizational change is increasing the pressure on employees to constantly update their skills and adapt their behavior to new organizational realities. Especially the communication technologies increase the pressure on the individuals who works in the information technology sector. In fact, many organizational employees now accomplish a majority of their work responsibilities at home through telework systems (O'Mahony & Barley, 1999). Some individuals are able to overcome difficulties and challenges that may affect their work and work relations. They throw themselves wholeheartedly into challenging tasks, whereas others avoid challenging tasks or engage in self-handicapping activities? In this situation it is appropriate to measure emotional intelligence among the distance education MBA students, to understand the influence of emotional intelligence.

Emotional Intelligence is concerned with understanding oneself and others. Relating to people and adapting to and coping with their immediate surroundings, to be more successful and perform better in dealing with environmental demands and pressures. People who recognize and can manage their attitudes and feelings and empathize with those of others, are far more likely to function effectively in a range of diverse situations. Emotional intelligence is the capacity to effectively perceive, express, understand, and manage your emotions and the

emotions of others in a positive and productive manner. Bar – On (2000) defined emotional intelligence as "Emotional intelligence is an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures". The popularity of the emotional intelligence in the research literature makes the researchers to show more interest in this area.

Emotional Intelligence is the capacity to effectively perceive, express, understand, and manage your emotions and the emotions of others in a positive and productive manner. According to the Bar-On (1997) emotional intelligence are an emotional competencies, skills and facilitators that determine how well we understand and express ourselves, understand others and relate with them, and cope with daily demands, challenges, and pressures.

The Bar-On (1997) describes emotional intelligence as an array of interrelated emotional and social competencies, skills, and facilitators that impact intelligent behaviour. Identifying and logically clustering various emotional and social competencies, skills, and facilitators thought to impact human effectiveness and well-being; defining the individual clusters of competencies, skills, and facilitators that emerged.

This current paper provides a critical analysis of the emotional intelligence of the MBA students. This approach should help organizations look and prepare for the future more effectively; including better specifying the future requirements they will have for their leaders.

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HYPOTHESIS

1. Age, length of service, educational qualification and gender of MBA students have a significant influence on their emotional intelligence.

2.TOOLS

1. **Emotional Intelligence Inventory**

Emotional Quotient Inventory by Bar-On (1997): This scale consists of 66 statements which explore the different dimensions of emotional intelligence such as empathy, assertiveness, flexibility, reality testing, self-regard, stress management, problem solving, impulse control, emotional self awareness, and interpersonal relationship. There are five response categories for positive items not true to true and for negative items true to not true. The author has established internal consistency reliability as 0.76. The co-efficient of reliability from the test-retest method ranges from 0.69 to 0.86 (Bar-On, 1997). The Bar-On established the validity of the tool by conducting studies in six different countries (India is one among the six countries). The validity was also established by the author through an extensive review of the literature. This tool possesses content, face, convergent and discriminated validity.

3.RESULTS AND DISCUSSION

The Scheffe – Post hoc and 't' test and 'F' test is attempted to find out the significant difference between the means of demographic variables.

Hypothesis:"Age of MBA students has a significant influence on their emotional intelligence."

Table – 1, shows the emotional intelligence of the MBA students with respect to their age. Since the 'F' values are significant for empathy, flexibility, reality testing, self regard, problem solving, impulse control, emotional self-awareness, and interpersonal relationship components of emotional intelligence along with its total. Hence the hypothesis is accepted for the emotional intelligence.

Though working environment creates challenges, there may also be positive impacts on students' motivation when students work collaboratively in this environment such that the emphasis's not on social comparison or competition, which may lead to a high in performance avoidance orientation.

All the significant dimensions of emotional intelligence (viz., empathy, flexibility, self regard, impulse control, emotional self-awareness, and interpersonal relationship) and emotional intelligence total except the reality testing dimension were high by the above 36 years group of students. With the growing age and work experiences makes the MBA students emotionally more intelligent than the other counter parts. It is quite natural that the MBA students with above 36 years of age have better empathy, flexibility, self-regard, impulse control, emotional self-awareness, interpersonal relationship and emotional intelligence total than the younger age MBA students. Which is also supported by the Kafetsios (2004) as middle-aged persons scored higher emotional intelligence than the younger persons. Moreover, Carstensen, Pasupathi, Mayr, and Nesseloade (2000), reported that there is correlation between the age and emotional intelligence.

In the reality testing dimension of emotional intelligence were high by the 33 to 36 years of age group students. It may be due to the nature of their working environment that makes the distance education MBA students to update their knowledge and pass it on to others, in order to make stand themselves in the competitive environment and the people around themselves to compete with other players in the industry. It is concluded that there is a significant relationship between emotional intelligence and age of the MBA students.

Hypothesis: "MBA students differ significantly in their emotional intelligence on the basis of their educational qualification."

From the table 2, it is found that the 'F' values are significant for the flexibility, reality testing, self-regard, problem solving, impulse control, emotional self-awareness, and emotional intelligence total. Hence, it is concluded that hypothesis is accepted for emotional intelligence.

It is noticed that the 'F' values are significant for most of the emotional intelligence components and emotional intelligence total. It is observed from the table that MBA students with science back ground have higher Mean score in flexibility, reality testing, self-regard, problem solving, impulse control, and emotional self-awareness along with emotional intelligence total.

Basically the science group MBA students are occupied their respective nature of jobs. This requires lot experiment the technical aspects in the organization. That provides lots of opportunities to regulate their one's own emotions and cope better with stressful situations than do others. It is concluded that there is a significant relationship between the science stream of education and emotional intelligence.

Hypothesis: *"MBA students differ in their emotional intelligence on the basis of length of service."*

From the Table – 3, it is found that 'F' values are significant for the most of the constructs and emotional intelligence total. Hence, the hypothesis is accepted for emotional intelligence variables. It is concluded that there is a significant relationship between the length of service of the MBA students and emotional intelligence.

From the table it is observed that more than 16 years of service MBA students have higher Mean score in all the significant dimensions (viz. flexibility, reality testing, self-regard, problem solving, impulse control, emotional self-awareness, and interpersonal relationship) of emotional intelligence along with emotional intelligence total. It is quite natural that in the older age groups, empathy skill is better than the younger groups, because of their age, commitment, and responsibility in the family and workplace which makes them better in emotional intelligence.

It may be due to growing age and experience which increases the ability of the executives in regulating their emotions and controlling their impulses. It is concluded that there is a significant relationship between the length of service of the MBA students and emotional intelligence.

Hypothesis: "MBA male and female students differ in their emotional intelligence"

From the table – 4, it is found that the 't' values are not significant for the emotional intelligence, hence the hypothesis for emotional intelligence is rejected.

From the above table, it is observed that the male MBA students were high in "emotional self-awareness" dimension of emotional intelligence. It may be due to the examination and their understanding about themselves, the task, and their expectations towards the life. It is concluded that the gender of the MBA students does not have significant relationship in their emotional intelligence.

Table: 1 - EMOTIONAL INTELLIGENCE OF MBA STUDENTS ON THE BASIS OF THEIR AGE

Emotional Intelligence Dimensions	Age					F value	Posthoc
	1 Mean (S.D)	2 Mean (S.D)	3 Mean (S.D)	4 Mean (S.D)	5 Mean (S.D)		
Empathy	12.75 (3.14)	14.70 (2.44)	15.17 (1.77)	15.33 (1.58)	16.50 (1.77)	5.482[*]	5 vs 4 vs 3 vs 2 vs 1
Assertiveness	16.95 (3.25)	17.67 (2.06)	17.95 (1.92)	19.00 (0.87)	19.13 (2.03)	-	
Flexibility	21.75 (2.73)	24.02 (2.70)	23.78 (3.00)	25.89 (1.90)	26.25 (2.66)	5.706[*]	5 vs 4 vs 2 vs 3 vs 1
Reality Testing	16.15 (2.83)	18.65 (1.89)	18.41 (2.82)	19.78 (1.56)	19.63 (1.30)	5.873[*]	4 vs 5 vs 2 vs 3 vs 1
Self Regard	23.70 (3.50)	27.19 (2.30)	26.83 (2.87)	28.89 (2.57)	30.38 (1.85)	11.451[*]	5 vs 4 vs 2 vs 3 vs 1
Stress Management	23.80 (2.95)	24.51 (2.88)	24.76 (2.56)	24.33 (2.18)	26.25 (2.38)	-	
Problem solving	14.50 (1.99)	18.79 (1.96)	17.88 (2.56)	19.44 (1.33)	18.88 (1.96)	15.787[*]	4 vs 5 vs 2 vs 3 vs 1
Impulse Control	13.20 (2.67)	14.93 (2.45)	15.12 (2.09)	15.89 (2.03)	16.63 (1.41)	4.402[*]	5 vs 4 vs 3 vs 2 vs 1
Emotional Selfawareness	15.75 (2.40)	18.07 (2.41)	17.51 (2.31)	18.67 (1.50)	19.00 (1.51)	5.012[*]	5 vs 4 vs 2 vs 1 vs 3
Interpersonal Relationship	19.75 (2.53)	20.70 (2.80)	21.44 (2.16)	22.44 (1.94)	23.00 (1.93)	3.899[*]	5 vs 4 vs 3 vs 2 vs 1
Emotional Intelligence Total	178.30 (10.26)	199.23 (11.83)	198.85 (11.37)	209.67 (7.89)	215.62 (6.23)	24.216[*]	5 vs 4 vs 2 vs 3 vs 1

1. Less than 24 years - 20 persons   [*]Significant at 0.05% level
2. 25 to 28 years - 43 persons
3. 28 to 32 years - 41 persons
4. 33 to 36 years - 9 persons
5. Above 36 years - 8 persons

Table: 2 - EMOTIONAL INTELLIGENCE OF MBA STUDENTS ON THE BASIS OF THEIR EDUCATIONAL QUALIFICATION

Emotional Intelligence Dimensions	Educational Qualification				F value	Posthoc
	1 Mean (S.D)	2 Mean (S.D)	3 Mean (S.D)	4 Mean (S.D)		
Empathy	14.07 (3.03)	14.84 (2.33)	14.93 (2.08)	14.95 (2.44)	-	----
Assertiveness	17.17 (2.66)	18.13 (1.95)	18.20 (1.75)	17.63 (2.83)	-	----
Flexibility	22.93 (3.42)	25.09 (2.07)	23.37 (2.65)	24.21 (3.54)	3.470	2 vs 4 vs 3 vs 1
Reality Testing	17.10 (2.83)	18.97 (1.94)	18.66 (2.38)	18.26 (2.92)	3.299	2 vs 3 vs 4 vs 1
Self Regard	25.41 (3.24)	28.16 (2.65)	26.85 (2.91)	26.68 (3.62)	4.124	2 vs 3 vs 4 vs 1
Stress Management	23.83 (2.78)	25.16 (2.91)	24.61 (2.44)	24.68 (2.85)	-	----
Problem solving	16.45 (2.43)	18.44 (2.61)	18.17 (2.54)	18.16 (2.63)	3.799	2 vs 3 vs 4 vs 1
Impulse Control	13.66 (2.96)	15.50 (2.40)	15.12 (1.99)	15.26 (2.16)	3.712	2 vs 4 vs 3 vs 1
Emotional Selfawareness	16.21 (2.96)	18.72 (1.73)	17.71 (1.79)	17.63 (2.83)	6.189	2 vs 3 vs 4 vs 1
Interpersonal Relationship	20.03 (2.70)	21.66 (2.39)	21.51 (2.41)	20.74 (2.42)	-	----
Emotional Intelligence Total	186.86 (12.95)	204.66 (9.71)	199.12 (13.51)	198.21 (17.33)	9.671	2 vs 3 vs 4 vs 1

1. Degree in Arts - 29 persons   [*]Significant at 0.05 level
2. Degree in Science - 32 persons
3. Professional Degree – 41 persons
4. Others-19 persons

Table: 3 - EMOTIONAL INTELLIGENCE OF MBA STUDENTS ON THE BASIS OF THEIR LENGTH OF SERVICE

Emotional Intelligence Dimensions	Length of Service				F value	Posthoc
	1 Mean (S.D)	2 Mean (S.D)	3 Mean (S.D)	4 Mean (S.D)		
Empathy	13.47 (2.97)	14.45 (2.21)	15.49 (1.86)	16.14 (1.79)	6.495	4 vs 3 vs 2 vs 1
Assertiveness	17.47 (2.57)	17.53 (2.20)	18.03 (2.09)	19.07 (1.59)	-	----
Flexibility	22.88 (2.97)	23.47 (3.19)	24.14 (2.43)	26.36 (2.21)	5.338	4 vs 3 vs 2 vs 1
Reality Testing	17.47 (2.74)	17.92 (2.53)	18.89 (2.46)	19.71 (1.49)	3.737	4 vs 3 vs 2 vs 1
Self Regard	25.34 (3.72)	26.11 (2.50)	27.78 (2.47)	29.64 (2.56)	9.4888	4 vs 3 vs 2 vs 1
Stress Management	24.59 (2.77)	23.79 (3.01)	25.14 (2.62)	25.21 (2.64)	-	----
Problem solving	16.41 (2.95)	17.87 (2.57)	18.46 (2.17)	19.29 (1.77)	5.884	4 vs 3 vs 2 vs 1
Impulse Control	13.97 (2.67)	14.82 (2.43)	15.08 (2.18)	16.71 (1.14)	4.690	4 vs 3 vs 2 vs 1
Emotional Selfawareness	16.88 (2.39)	17.08 (2.87)	18.32 (1.96)	18.79 (1.25)	4.031	4 vs 3 vs 2 vs 1
Interpersonal Relationship	20.47 (2.69)	20.45 (2.41)	21.54 (2.48)	22.93 (1.81)	4.593	4 vs 3 vs 1 vs 2
Emotional Intelligence Total	188.94 (15.41)	193.47 (13.60)	202.86 (8.90)	213.86 (6.21)	17.242	4 vs 3 vs 2 vs 1

1. Less than 4 years - 32 persons   *Significant at 0.05% level
2. 5 to 8 years - 38 persons
3. 9 to 12 years - 37 persons
4. Above 16 years - 14 persons

Table: 4 - EMOTIONAL INTELLIGENCE OF MBA STUDENTS ON THE BASIS OF THE GENDER

Emotional Intelligence Dimensions	Gender		t value
	MaleMean(S.D)	FemaleMean (S.D)	
Empathy	14.57 (2.46)	14.93 (2.45)	0.000
Assertiveness	17.97 (2.27)	17.62 (2.10)	0.479
Flexibility	23.75 (2.90)	24.02 (3.09)	0.086
Reality Testing	18.20 (2.55)	18.49 (2.59)	0.002
Self Regard	27.12 (3.28)	26.33 (2.93)	0.354
Stress Management	24.91 (2.64)	24.02 (2.79)	0.202
Problem solving	17.66 (2.71)	18.11 (2.52)	0.259
Impulse Control	15.13 (2.71)	14.49 (2.52)	1.674
Emotional Self-awareness	17.79 (2.20)	17.29 (2.77)	3.954*
Interpersonal Relationship	21.01 (2.56)	21.18 (2.59)	0.081
Emotional Intelligence Total	198.11 (14.32)	196.49 (15.00)	0.570

Male - 76 persons   *Significant at 0.05% level   Female - 45 persons

4.CONCLUSION

The results of the study clearly point out the important roles of emotional intelligence in regulating emotions of distance education MBA students. From the findings of the study it is suggested that emotional intelligence training to be conducted for the distance education MBA students in order to develop their skills & abilities. So that individuals will develop their capacity to succeed in coping with environmental demands and pressures.

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