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## A Study on an Emotional Intelligence and Career Achievement Motivation among MBA Students in Tiruchirappalli District

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### Abstract

The paper investigated the association between emotional intelligence and Career Achievement Motivation among MBA students from selected colleges in Tiruchirappalli districts. to determine whether emotional intelligence differences exist in work motivation, and to assess the nature of the association between emotional intelligence and motivation. A sample of 230 respondents was selected through the convenience sample method through Google form from the colleges in the selected location under primary data. A set of questions developed by the researcher was used to collect data from the selected respondents in the study area. Data collected were analysed using descriptive and inferential statistics, and presented in Tables. The results indicate that there is an significant impact of Age with emotional intelligence and there is no much impact of Gender.

**Keywords:** Emotional Intelligence , Career Achievement Motivation, Management Students

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### Introduction

Emotional Intelligence is the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action" is how they first described emotional intelligence. "The capacity to recognise emotion, integrate emotion to support cognition, comprehend emotion, and control emotion to foster personal development." The fundamental tenet is that emotional intelligence is the capacity to recognise, process, comprehend, and control feelings. "Internal events that coordinate many psychological subsystems including physiological responses, cognitions, and conscious awareness," is how they define emotions. (Mayer, et.al. ,1997)

The drive that has dominated attention since the early 1950s is where achievement motivation theory gets its name. Compared to Lewin's theory, the realm of achievement motivation theory is far more constrained. An examination into the connection between the degree to which food imagery predominates in brain processes and hunger needs served as the impetus for the idea. McClelland identifies some attributes of the circumstances that people with a strong drive for achievement prefer and that tend to inspire them to strive for success. (Andreman, 2000)

The purpose of this study was to compare the notable variations in emotional intelligence and achievement motivation among college students by gender and to look into the relationship between these two constructs within this population.

### Sampling Design

This study, convenience sampling was used because the population is undefined. Non-probability samples of 230 MBA students chosen from the *Tiruchirappalli* district and information were collected through the Google form with structured questionnaire.

### Hypotheses of the study:

1. There is no significant between the emotional intelligence and Gender of selected respondents in the study area.
2. There is no significant between the emotional intelligence and Age of selected respondents in the study area.
3. There is no significant between the Career Achievement Motivation and Gender of selected respondents in the study area.
4. There is no significant between the Career Achievement Motivation and Age of selected respondents in the study area.

### Research instrument:

#### Questionnaire

The framed questionnaire is used and planned by Researcher in close discussion with the experts and viewed with various research articles. The questionnaire contained closed questions, mainly statements to be rated using a scale. This was changed to a 5 point descriptive opinion scale as follows: 5:-Strongly Agree, 4:-Agree, 3:-Neutral, 2:-Disagree, 1:- Strongly Disagree. The use of word based scales (as opposed to numerical scales) reflects the respondents' opinion.

### Data analysis

Responses obtained from the returned questionnaires were separately coded and entered on the computer terminal for use in computer tabulations. SPSS (Statistical Package for Social Sciences) was used to show relationships between various variables. Tests of significance in independent sample were calculated using specific SPSS to check the emotional intelligence of the students.

### Tools for Analysis

1. Emotional intelligence scale (Dr. NK chadha, 2003)
2. Ray's achievement motivation scale (John Ray, 1990)

In this study, some related tools of statistics have been used for the purpose of analysis. Percentage, chi square test, t Test and ANOVA are used. The uses of all these techniques have been made as per the requirement of the analysis.

**Table No: 1 Classification of respondents on the basis of their gender**

S.No	Gender	Number of Respondents	Per cent
1	Male	121	52.61
2	Female	109	47.39
<b>Total</b>		<b>230</b>	<b>100.00</b>

Source: Primary data

From the above table the selected respondents are classified on the basis of their gender, out of the total 230 respondents, 121 (52.61 per cent) respondents are male and remaining of them are female respondents are in the sample.

More than half of the sample respondents are male.

**Table No: 2 Classification of respondents on the basis of their Age**

S.No	Age (in years)	Number of Respondents	Per cent
1	20	54	23.47
2	21	122	53.04
3	22	41	17.83
4	23	13	5.65
<b>Total</b>		<b>230</b>	<b>100.00</b>

Source: Primary data

It is noted from the above table that the respondents are classified on the basis of their age, out of the 230 respondents, 122 respondents belong to the age of 21 years, 54 respondents belongs to 20 years age, 41 respondents belongs to the age of 22 years and only 13 respondents belongs to 23 age category.

Majority of the sample respondents are falls in the age of 21.

**Table No: 3 Classification of respondents on the basis of their various branches of under graduation**

S.No	UG Degree	Number of Respondents	Per cent
1	B.Com.	87	37.83
2	B.B.A	54	23.48
3	B.Sc. Computer Science	19	8.26
4	B.C.A	25	10.87
5	B.A. English	7	3.04
6	B.Sc.Mathematics	26	11.30
7	B.E.	12	5.22
<b>Total</b>		<b>230</b>	<b>100.00</b>

Source: Primary data

It is determined from the above table shows that the sample respondents categorized on the basis of their under various branches of graduation. Out of the total (230) respondents 87 are from B.Com, 54 respondents from BBA, 26 and 25 respondents completed with B.Sc. maths and BCA, 19 respondents from B.Sc. C.S., 12 from Bachelor of Engineering and only seven from BA English.

Majority of them are from B.Com and BBA Students in the sample respondents with various branches of under graduation.

**Table No: 4**  
**Opinion of the respondents towards the emotional intelligence factors**

S.No	Statement	SA	A	N	DA	SDA	Mean Value	Rank
1	I Always expect good things to Happen	96 (41.7)	94 (40.9)	40 (17.4)	0 (0.0)	0 (0.0)	3.71	5
2	I Expect I do well in most of the things I try	79 (34.3)	118 (51.3)	28 (12.2)	0 (0.0)	5 (2.2)	4.16	1
3	I like to Share my emotions with others	28 (12.2)	89 (38.7)	76 (33.0)	27 (11.7)	10 (4.3)	3.43	6
4	I seek out activities that make me happy	65 (28.3)	118 (51.3)	42 (18.3)	3 (1.3)	2 (0.9)	4.05	2
5	When I feel a change in emotion, I tend to come up with new ideas	51 (22.2)	127 (55.2)	33 (14.3)	19 (8.3)	0 (0.0)	3.91	3
6	When faced a Challenge, I give up because I think I fail	7 (3.0)	50 (21.7)	51 (22.2)	91 (39.6)	31 (13.5)	2.61	7
7	I help people when they experience failures	119 (51.7)	0 (0.0)	55 (23.9)	53 (23.0)	3 (1.3)	3.78	4

Source: Primary data

It is obtained from the above table that the 85.6 per cent of collective respondents have strongly agreed and agreed towards the variable of 'I Expect I do well in most of the things I try' under the emotional intelligence factors. Besides, the respondents gave the positive opinion towards the variable of emotional intelligence factors like 'I Always expects good things to Happen', 'I help people when they experience failures', 'I seek out activities that make me happy', 'When I feel a change in emotion, I tend to come up with new ideas', 'I help people when they experience failures' 'I like to Share my emotions with others' as 82.6, 79.6, 77.4, 51.7 and 50.9 percent respectively.

It is found from the analysis that majority of the respondents (85.6 per cent) gave the positive result of the variable is 'I Expect I do well in most of the things I try' with the mean score of 4.16.

**NullHypothesis (Ho):** There is no significant between the emotional intelligence and gender of selected respondents in the study area.

T test has been applied at 5 per cent level of significance to examine the hypothesis and the computed results are presented in the following table.

**Table No: 5**  
**Relationship between Gender and emotional intelligence**

S.No	Gender	Mean Score	SD	F Value	P Value
1.	Male	3.6458	.45852	0.388	.534
2.	Female	3.8440	.46517		

It is stated from the above table that among the two categories of gender, female respondents are having maximum level of mean score towards emotional intelligence. It is noted from the T test analysis that the null hypothesis is accepted. Hence, it is found that there is no significant between the emotional intelligence and gender of selected respondents in the study area.

#### Age and emotional intelligence

In order to find the relationship between the age of the respondents and emotional intelligence, the following hypotheses are formulated.

**Null Hypothesis (Ho):** There is no significant between the emotional intelligence and Age of selected respondents in the study area.

F test has been applied at 5 per cent level of significance to examine the hypothesis and the computed results are presented in the following table.

**Table No: 6**  
**Relationship between Age and emotional intelligence**

S.No	Age	Mean Score	SD	F Value	P Value
1.	20	3.7963	.44454	4.588	.000
2.	21	3.8044	.46760		
3.	22	3.5470	.48224		
4.	23	3.5055	.37623		

It is determined from the above table that among the four ages, 21 years of respondents are having maximum level of mean score towards emotional intelligence.

It is examined from the F test analysis that the null hypothesis is rejected. Hence, it is found that there is a significant between the emotional intelligence and Age of selected respondents in the study area

**Table No: 7**  
**Opinion of the respondents towards the Career Achievement Motivation and motivational factors**

S.No	Statement	SA	A	N	DA	SDA	Mean Value	Rank
1	In General I do things, for the pleasure of acquiring new knowledge.	52 (22.6)	145 (63.0)	22 (9.6)	11 (4.8)	0 (0.0)	4.03	4
2	In General I do things, for the pleasure I feel mastering what I am doing.	38 (16.5)	125 (54.3)	53 (23.0)	14 (6.1)	0 (0.0)	3.81	6
3	In General I do things, for the pleasure of learning new, interesting things.	62 (27.0)	141 (61.3)	21 (9.1)	3 (1.3)	3 (1.3)	4.11	1
4	In General I do things, because I choose to invest myself in what is important to me.	76 (33.0)	100 (43.5)	46 (20.0)	3 (1.3)	5 (2.2)	4.04	3
5	In General I do things, for the pleasure of learning different interesting facts.	64 (27.8)	136 (59.1)	21 (9.1)	6 (2.6)	5 (2.2)	4.10	2
6	In General I do things, because of satisfaction I felt in trying to excel in what I do	45 (19.6)	128 (55.7)	46 (20.0)	6 (2.6)	5 (2.2)	3.88	5

Source: Primary data

It is obtained from the above table that the 88.3 per cent of collective respondents have strongly agreed and agreed towards the variable of 'In General I do things, for the pleasure of learning new or interesting things' under the career prospects and motivation factors. Besides, the respondents gave the positive opinion towards the variable of motivational factors are like 'In General I do things, for the pleasure of learning different interesting facts', 'In General I do things, for the pleasure of acquiring new knowledge', 'In General I do things, because I choose to invest myself in what is important to me', 'In General I do things, because of satisfaction I felt in trying to excel in what I do', 'In General I do things, for the pleasure I feel mastering what I am doing', as 86.9, 85.6, 76.5, 75.3 and 70.8 per cent respectively.

It is found from the analysis that majority of the respondents (85.6 per cent) gave the positive result of the variable is 'In General I do things, for the pleasure of learning new or interesting things' with the mean score of 4.11.

**NullHypothesis (Ho):** There is no significant between the career prospects and motivation and gender of selected respondents in the study area.

T test has been applied at 5 per cent level of significance to examine the hypothesis and the computed results are presented in the following table.

**Table No: 8**  
**Relationship between Gender and Career Achievement Motivation and motivation**

S.No	Gender	Mean Score	SD	F Value	P Value
1.	Male	3.9339	.55922	.547	.460
2.	Female	4.0642	.44900		

It is stated from the above table that among the two categories of gender, female respondents are having maximum level of mean score towards career prospects and motivation. It is noted from the T test analysis that the null hypothesis is accepted. Hence, it is found that there is no significant between the Career Achievement Motivation and gender of selected respondents in the study area.

#### **Age and Career Achievement Motivation**

In order to find the relationship between the age of the respondents and career prospects and motivation, the following hypotheses are formulated.

**NullHypothesis (Ho):** There is no significant between the career prospects and motivation and Age of selected respondents in the study area.

F test has been applied at 5 per cent level of significance to examine the hypothesis and the computed results are presented in the following table.

**Table No: 9**  
**Relationship between Age and career prospects and motivation**

S.No	Age	Mean Score	SD	F Value	P Value
1.	20	4.0926	.42172	1.839	.141
2.	21	4.0096	.50856		
3.	22	3.8577	.65993		
4.	23	3.8974	.24093		

It is determined from the above table that among the four ages, 20 years of respondents are having maximum level of mean score towards career prospects and motivation.

It is examined from the F test analysis that the null hypothesis is accepted. Hence, it is found that there is no significant between the career prospects and motivation and Age of selected respondents in the study area.

#### **Findings and Discussion**

It is found that there is no significant between the emotional intelligence and gender of selected respondents in the study area.

In order to shed light on the relationship between gender and EI, a novel approach was used in this study to account for age, one of the main sociodemographic factors that interacts with both gender and EI. The findings demonstrated that, for the branches of facilitation and understanding, for the strategic area and overall score, and for emotional managing, the gender differences in EI that were first described are entirely mediated by age. These results show that, in the absence of studies for potential interactions between gender and other variables that may influence

EI, one should exercise caution when drawing conclusions about the relationship between gender and EI (Fernández-Berrocal, 2012)

There is a significant between the emotional intelligence and Age of selected respondents in the study area

The findings of Sharma showed that ageing has a considerable impact on the EI and its elements. The total EI rose as people aged. From young adulthood to middle age, emotional competency declined, and then it increased for mature age. The peak of maturity was reached at mature age, while the peak of competency and sensitivity was reached at middle age (Sharma, 2017)

There is no significant between the Career Achievement Motivation and gender of selected respondents in the study area.

Motivation for achievement is thought to be necessary for success in academic environments. The current study was conducted with the aim of examining the variations in accomplishment motivation among college students across academic majors and gender. The achievement motivation of students in the arts and sciences streams, as well as that of male and female college students, were shown to differ significantly. The variations show that academic majors and gender play a big influence in college students' drive for success. (Shekhar, 2012)

There is no significant between the career prospects and motivation and Age of selected respondents in the study area.

The results indicate that age-related factors play a significant role in explaining the motivation of older workers to keep working, and that more investigation is required to completely comprehend the underlying mechanisms governing the ways in which these age-related factors affect the desire to keep working (Kniveton, 2004)

#### **Conclusion :**

According to the findings, focussing on emotion management and problem-focused coping abilities may result in higher educational outcomes (MacCann, 2011). The findings of the study show that females have a higher level of emotional intelligence than males. We can build an intervention strategy to improve the emotional intelligence of the male counterpart. (Naik, 2018) Nursing and physical therapy students' ESI, leadership, and compassion did not alter much from the commencement of their academic degrees and the completion of their first clinical affiliations. (Larin, 2011) The study concluded that nonverbal intelligence predicted academic achievement. Promotion of independence (a component of parental autonomy support) predicted mathematics achievement but not language arts achievement. Promotion of volitional functioning (another part of parental autonomy support), parental psychological control, and achievement goal orientation did not make statistically significant differences in students' academic performance. (Korkmaz, 2014) .

This study has revealed that Emotional Intelligence has a impact on Age, as the age grows the Emotional management may improve. Where as Gender does not influence in Emotional Intelligence and Career Achievement Motivation Since the sample size is Management students' gender does not influence which contradicts with Naik study.

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