

The Interrelationship between Emotional Intelligence and Entrepreneurial talent among Students of Higher Education

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Abstract - The present study is oriented towards investigating the interrelationship between emotional intelligence and entrepreneurial talent among students of higher education. It was hypothesized that emotional intelligence as well as components of emotional intelligence are positively and significantly related with entrepreneurial talent. Product moment correlations was computed to test the hypothesis. Except empathy and emotional stability all the remaining eight components showed strong and positive relationships. Emotional intelligence and entrepreneurial talent were positively and significantly related.

Keywords: Entrepreneurial talent, Emotional Intelligence, Management students

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1. Introduction

The management program prepares the students to be socially and economically responsible which has an uplifting effect on the growth of the country. The concept of emotional intelligence came into existence by the work of Salovey and Mayer, in their paper, “Emotional intelligence” published in 1990. It was further developed by Goleman in his paper, “Emotional intelligence” published in 1995. According to him, ‘Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships’. Salovey and Mayer (1990) in their article ‘Emotional Intelligence’ defined the term as “the subset of social intelligence that involves the ability to monitor one’s own and others feelings and emotions to discriminate among them and to use this information to guard one’s thinking and actions.”

A high level of emotional intelligence helps the person to use feelings to identify and solve challenges, communicate with others, and make decisions. Recognizing one’s own feelings and the feelings of others. Emotional intelligence is the capacity to understand and manage one’s emotions. The skills involved in emotional intelligence are self-awareness, self-regulation, motivation, empathy, and social skills. Emotional intelligence is a critical component of education, our ability to understand, and in turn influence, the emotions in other people.

Empathy refers to our ability to understand the emotions of those around us. The lack of these skills will interfere with students' academic progress in the classroom. Teaching young people skills such as active listening, self-awareness and empathy can equip them to succeed both academically and socially. Emotional intelligence can be said to cover five main areas: self-awareness, emotional control, self-motivation, empathy and relationship skills. It is, of course, important for good communication with others – and is therefore a gateway to better learning, friendships, academic success and

employment. The term emotional intelligence was popularized in the mid-90s by journalist Daniel Goleman’s book, *Emotional Intelligence: Why It Can Matter More Than IQ*. The book’s claims that emotional intelligence is more important than IQ is a source of debate among psychologists, but it does look as if emotional intelligence could be a factor in academic achievement. An iconic study tracked high-IQ students from childhood to late adulthood and found that those who achieved notable adult career success showed greater “will power, perseverance and desire to excel”. Meanwhile, evidence from the seminal marshmallow test- which gave children the option to have more treats if they could wait before eating them – suggested delayed gratification and self-control are important, with these characteristics being linked to better school grades, earnings and job satisfaction.

An unusual human characteristic, entrepreneurial talent is responsible for, prove oneself, attain excellence and accomplish more in occupational arena. Several studies have been conducted to examine the relationship between need for entrepreneurial talent scores and actual behavior. One such relationship is being studied between entrepreneurial talent and emotional intelligence in this piece of research.

Emotional intelligence is responsible to manage the emotions in an effective and productive way and thence influence the entrepreneurial talent, especially in youth (MBA students). Carver and Scheier (2001) stated that advance level of emotional intelligence support entrepreneurs to deal effectively with the persistent stress.

According to Baron and Markman (2003) in the glow of the rising proofs neighboring the very important role that emotions significantly caters and triggers the victory of coming up ventures, corporations may find it fruitful to heading towards flourishing their ability to comprehend and supervise own emotions as well as of others.

Baum and Locke (2004) on the basis of their studies added that entrepreneurs who show fervor optimistic

deep opinion about their ventures intends having advanced level of emotional intelligence.

Objective

To examine the interrelationship between emotional intelligence and entrepreneurial talent among MBA students.

Hypothesis

There will be positive correlation between emotional intelligence and entrepreneurial talent of MBA students.

Sample

Total sample consisted of 100 students, studying at post graduate level in Ranchi. The students were selected randomly from two educational institutions of Ranchi. There were 65 males and 35 females. Age range was 21 to 24.

Sample Design

The sample design was the simplest table including randomly selected 100 MBA students. The sample is presented in Table 1.

Table 1: Sample Design

Total	MBA Students
	100

Sample Selection

The process of sample selection involved identifying, locating and approaching the institutions providing MBA program. The institutions selected to accomplish the purpose were S.N. Sinha Institute of Business Management, Institute of management, Ranchi University and Birla Institute of Technology, Mesra.

Tool

1. Personal Data Questionnaire (PDQ)

The PDQ elicited the information from the students required to pursue the aim of the present research. The questions formulated in PDQ elicited respondents' faculty of students, and to check extraneous variables to major extent, the socio-economic and educational status of parents.

2. Roqan Emotional Intelligence Test (REIT)

REIT is used to know as Roqan Emotional Intelligence Test. This test was developed by Roquiya Zainuddin and Anjum Ahmed in 2005. This test consists of 30 items in five dimensions--- self-awareness, self-regulation, motivation, empathy and social skill. It was standardized on 300 subjects having age of 21-25 years. The coding of two statements is presented in Table 2.

Table 2: Example of Statement in Roqan Emotional Intelligence Test (RIET) and coding

SN	Dimension: Empathy	Coding
1	If anyone is in distress. Do you : Help them and free them of their troubles?	3

	Feel helpless, as you yourself are surrounded by problems?	2
	Never pay attention to your surroundings?	1
2	A friend is in the hospital:	
	Take fruits and flowers and stay a good long time?	3
	Take magazine, letters and photographs & visit briefly.	2
	Cannot stand hospital stay away?	1

The reliability of the scale is 0.7 according to Cronbach's alpha measures which is fairly high and acceptable. The concurrent validity was tested against Emotional Intelligence Scale by Anukool Hyde, Upinder Dhar and Sanjyot Pethe and correlation coefficient was found out to be $r=0.28$ which is significant at 0.05 level.

3. Entrepreneurial Talent Scale (ETS)

The scale has been developed by S. Agarwal and Ira Das in order to measure entrepreneurial talent of students of Arts, Science, Commerce and Engineering disciplines. It contains 103 items and measures entrepreneurial talent through 7 sub tests – risk taking, achievement, motivation, leadership, self-concept, capability for persuasion, attitude towards entrepreneurship and problem solving.

Scoring

The total maximum possible score of the scale is 166. One score is given for rightly marked responses except in section VI. Section VI has range of scores from 1-5 or 5-1. For each item range is given separately. The total score in each area is calculated by adding all one score and in section VI adding all scores ranging from 1-5.

Reliability

The test-retest reliability of ETS scale was obtained .89 with a time gap of one week. Thus test is statistically reliable.

Validity

The scores obtained on E.T. Scale were correlated with the scores obtained on "Comprehensive Entrepreneurship Scale". The product moment coefficient of correlation was .78, indicating high concurrent validity of scale.

Table 3: Range and Dimensions in Entrepreneurial Talent Scale

Dimensions	No. of items	Range
Risk taking	14	0-14
Achievement motivation	19	0-19
Leadership	12	0-12
Self-concept	20	0-20
Capability for persuasion	12	0-12
Attitude towards entrepreneurs	15	15-75
Problem solving	11	1-14

Plan of Analysis

In pursuance of the aims of the research, data were analysed using suitable statistical measures such as Percentage of scores, Analysis of Variance (ANOVA) and t-test. Analysis of variance was used to compute the independent and interactional impact of gender and religion on emotional intelligence, entrepreneurial talent and achievement motive of sample groups. Product moment correlation (r) was used to note the inter-relationship among emotional intelligence, entrepreneurial talent and achievement motive of the sample groups.

Findings and Discussion

Table 4: Levels of Emotional Intelligence among MBA Students

Sample Groups		Total N=100
Male	N	35
	%	35
Female	N	35
	%	35
Hindu	N	17
	%	17
Muslim	N	26
	%	26
Tribal Christian	N	27
	%	27

In entire sample, 35% of males and same 35% of females possessed average level of Emotional Intelligence. In reference to ethnicity, among all, 17 % of Hindu students possessed average level of Emotional Intelligence, the percentage was 26 in case of Muslim community and 27 among Tribal Christians.

In entire sample, 35% of males possessed average level of Entrepreneurial Talent, whereas female's percentage was 27. In reference to ethnicity, among all, 39 % of Hindu students possessed average level of Entrepreneurial Talent, the percentage was 37 in case of Muslim community and 31 among Tribal Christians.

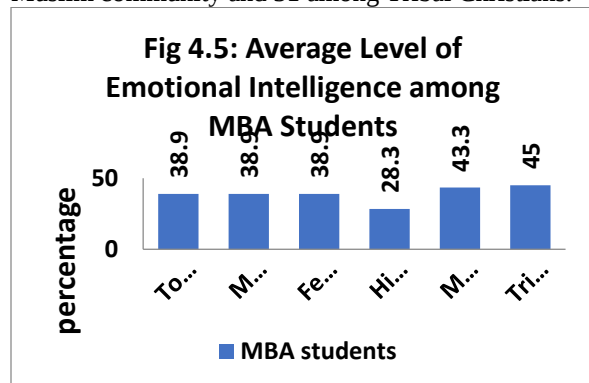


Table 5: Levels of Entrepreneurial Talent among MBA students

Sample Groups	Total N= 100	
Male	N	35
	%	35
Female	N	27
	%	27
Hindu	N	39
	%	39
Muslim	N	37
	%	37
Tribal Christian	N	31
	%	31

Referring the result as tabulated, the following conclusions could be extracted, besides the testing of hypothesis:

1. The level of Emotional Intelligence is unaffected by the gender, whereas the level of Entrepreneurial Talent was apparently higher among males.
2. The ethnicity apparently affected the level of Emotional Intelligence and Entrepreneurial Talent.

Testing the Hypothesis

The r-value of inter-relationship in between Emotional Intelligence and Entrepreneurial Talent in reference to MBA students is presented in Table 6.

Table 6: Inter-relationships between Emotional Intelligence and Entrepreneurial talent among MBA Students (N=100)

Sample Group MBA Students	EI:ET
	0.15**

Note:

EI= Emotional Intelligence,

ET= Entrepreneurial talent

Note: 0.01 Level of significance = **

And 0.05 level of significance = *

The r- value showing inter-relationship between emotional intelligence and entrepreneurial talent in MBA students was 0.15 which was statistically significant at 0.01 level. It indicated that emotional intelligence and entrepreneurial talent was positively and significantly related to each other.

Thus the hypothesis stating that there will be positive correlation between emotional intelligence and entrepreneurial talent was accepted in case of MBA students sample group.

Conclusion

Entrepreneurial Talent and Emotional Intelligence were positively and very strongly related to each other.

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