



**Title: Strategic Evaluation of Virtual Management: Challenges and Opportunities at
Queen Mary University of London**

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1. Introduction

1.1 Overview of Virtual Organizations (VOs)

Virtual Organizations (VOs) have significantly transformed operations by utilizing digital platforms that enhance flexibility and efficiency—critical factors in today's globalized environment. These technological advances facilitate real-time collaboration, allowing institutions to remain competitive in an increasingly digital world (Okkonen, 2016).

1.2 Introduction to QMUL as a Case Study

Queen Mary University of London (QMUL) has adopted the virtual organization model to enhance its educational and administrative functions. This transition has significantly improved accessibility and flexibility in learning, addressing the evolving needs of the academic sector (Palloff & Pratt, 2013).

1.3 Purpose and Scope of the Report

This report critically evaluates QMUL's implementation of virtual management by analyzing the organizational structure, macro and microenvironment, and competitive strategies (Appendix A). Using established theoretical frameworks and case studies (Appendix B), the report assesses the sustainability and effectiveness of these strategies within the context of QMUL (Appendix C) (Barney & Hesterly, 2019; Oham, 2022).

2. Macro and Micro Analysis of QMUL

2.1 Macro Analysis

Recent innovations like artificial intelligence (AI) and virtual reality (VR) have redefined educational delivery methods. These technologies support personalized learning experiences and the expansion of online platforms, which are increasingly crucial in modern Education (Brynjolfsson & McAfee, 2014).

Changes in education policies continue to influence how institutions like QMUL adapt to new operational models. These shifts require universities to remain agile and responsive to maintain compliance and relevance (Strategic Management of Higher Education Institutions, 2014).

The COVID-19 pandemic has accelerated the shift toward online learning, underscoring the importance of digital preparedness in higher education institutions (Smith et al., 2020; Hodges et

al., 2020). This trend highlights the necessity for hefty digital infrastructures and the ability to quickly adapt to unforeseen global changes.

2.2 Micro Analysis

QMUL has significantly invested in digital infrastructure and tools and promotes digital literacy through training programs to adapt to these macro-environmental changes (Shea and Bidjerano, 2019; Salazar-Rebaza, 2023).

3. Organizational Analysis and Competitive Advantage

3.1 Organizational Structure: QMUL's Virtual Management Setup

Queen Mary University of London (QMUL) has developed a flexible administrative structure supported by advanced digital tools. This structure proved particularly effective during the COVID-19 pandemic, allowing the university to maintain continuity in operations and academic delivery (Flammia, Cleary, & Slattery, 2016). The organizational design emphasizes agility and resilience, ensuring the institution can swiftly adapt to disruptions and maintain a stable educational environment.

3.2 Competitive Advantage

QMUL's comprehensive virtual management system integration across all university life has significantly enhanced the student experience and operational efficiency. This integration supports academic functions and streamlines administrative processes, providing QMUL with a distinct competitive advantage in higher education (Johnson, Whittington, & Scholes, 2012).

4. Critical Evaluation

4.1 Comparative Analysis Across Sectors

4.1.1 Higher Education Institutions (HEIs)

MIT's MITx platform (MITx is the massive open online course (MOOC) program at the Massachusetts Institute of Technology. A constituent program of MIT's Office of Digital Learning, MITx produces MOOCs from MIT departments and faculty.) exemplifies a successful global expansion in virtual learning, offering flexible course designs and broad international reach (Ho et al., 2015). However, QMUL faces unique challenges in adopting this model, particularly in faculty adaptation and student engagement. While MITx faculty benefited from extensive digital

training, QMUL's diverse faculty, with varying levels of digital literacy, may struggle with transitioning to virtual teaching methods (Allen & Seaman, 2017). Therefore, robust faculty development programs are essential for QMUL's success in this area.

Moreover, maintaining student engagement online is a significant hurdle. MITx leverages its strong brand and vast resources, which are advantages that QMUL may not fully replicate. Considering QMUL's diverse student body, which includes a significant proportion of first-generation and international students, customized engagement strategies are crucial (Means et al., 2014). Additionally, ensuring high educational quality in a virtual format is critical. While MITx maintains rigorous standards with extensive resources, QMUL must focus on upholding academic quality and providing necessary support to prevent widening existing inequalities (Meyer, 2014).

4.1.2 Corporate Sector

IBM's early transition to remote work highlights the challenges of remote collaboration and maintaining organizational culture (Gajendran & Harrison, 2007). QMUL encounters similar difficulties in fostering an academic community online. Maintaining a cohesive virtual academic environment requires effective communication strategies and integration efforts, especially given QMUL's diverse and geographically dispersed student and staff body. Preserving academic culture through regular virtual interactions and community-building activities is vital (Kreijns et al., 2013).

4.1.3 Healthcare Sector

The healthcare sector's shift to telemedicine provides valuable insights into QMUL's transition to virtual education. Like healthcare providers who scaled digital infrastructure (Kruse et al., 2017), QMUL must invest in robust technology and support systems. Addressing digital access disparities is crucial to ensuring full participation for all students, particularly those from disadvantaged backgrounds (Eynon & Malmberg, 2021). Additionally, guaranteeing educational quality parallels the healthcare sector's efforts to maintain care standards in telemedicine, necessitating effective monitoring and support mechanisms (Shore et al., 2018).

4.2. Virtual Management within QMUL: Challenges and Opportunities

While the concept of a Virtual Organisation (VO) provides a foundational understanding of how geographically dispersed teams collaborate through digital platforms, it is more critical to examine

the specific challenges and opportunities this model presents within Queen Mary University of London (QMUL).

4.2.1. Challenges

Effective communication and coordination are pivotal in a virtual environment. At QMUL, the dispersed nature of virtual teams can lead to challenges such as information silos, delays in decision-making, and difficulties in building interpersonal trust. These issues are exacerbated by the reliance on digital communication tools, which, despite their convenience, lack the nuance of face-to-face interactions (Cascio, 2000). Moreover, the need to manage cross-time-zone collaboration requires QMUL to establish clear communication protocols and foster a culture of transparency and accountability (Kirkman et al., 2002).

Maintaining a robust technological infrastructure is crucial for supporting virtual operations at QMUL, ensuring access to secure and reliable communication platforms, and providing the necessary hardware, software, and training to all staff members (Dulebohn & Hoch, 2017). The rapid evolution of technology also presents a challenge, requiring the institution to continuously adapt to new tools and platforms to remain competitive and efficient (Meyer et al., 2007).

Shifting to a virtual management model at QMUL necessitates a significant cultural transformation. Traditional management practices, often reliant on physical presence and direct oversight, must be rethought virtually (Bell & Kozlowski, 2002). Furthermore, fostering a culture of self-discipline, flexibility, and accountability among staff is essential yet challenging in a setting where managers and team members rarely meet in person (Powell et al., 2004).

Virtual work blurs the lines between professional and personal life, potentially leading to issues with work-life balance and employee well-being. QMUL needs to develop policies that help staff manage their workloads effectively without encroaching on personal time, which is critical for maintaining job satisfaction and productivity (Golden et al., 2006).

4.2.2. Opportunities

Virtual management at QMUL offers increased flexibility, allowing staff to balance their professional and personal responsibilities better. This flexibility can enhance job satisfaction and retention rates, enabling the university to attract a more diverse and geographically dispersed talent pool (Gajendran & Harrison, 2007).

The virtual model reduces the need for physical office space and associated resources, leading to significant cost savings that QMUL can redirect toward academic and research initiatives (Cascio, 2000). This shift supports the university's financial sustainability and enhances its ability to invest in core activities that align with its mission.

Virtual management facilitates collaboration that transcends geographical boundaries, fostering innovation by integrating diverse perspectives (Majchrzak et al., 2004). QMUL can leverage this capability to enhance interdisciplinary research and create a more dynamic and innovative academic environment.

Virtual management allows for more efficient scaling of operations at QMUL. The virtual model supports the expansion of programs and the launch of new initiatives without the limitations imposed by physical infrastructure, enabling the university to grow its global presence more effectively (Bell & Kozlowski, 2002).

5. Incorporating Quantitative Data to Support Claims

5.1. Student Performance Data

They analyzed grades and completion rates before and after implementing virtual management at QMUL. For example, if average grades improve in specific modules post-implementation, it may reflect better student engagement. This approach is consistent with Means, Bakia, and Murphy's (2014) evaluation framework for online learning.

5.2. Student Satisfaction Rates

Compared student satisfaction surveys from before and after virtual management adoption. For example, a 15% increase in positive feedback about course flexibility would suggest improved satisfaction. Bolliger and Halupa (2012) offer methods for such evaluations.

5.3. Cost Savings Achieved

Measured cost savings from virtual management, such as reduced spending on physical infrastructure, have allowed organizations to reallocate resources toward enhancing digital tools and platforms, thereby improving overall efficiency and scalability.

For example, if QMUL saves £500,000 annually on facility maintenance, this highlights financial efficiency. Rovai, Ponton, and Baker (2008) provide insights into cost-benefit analysis in online education.

5.4. Enrollment and Retention Rates

Examine changes in enrollment and retention rates before and after virtual management. A 10% increase in enrollment might indicate the strategy's success in expanding QMUL's student base, as Allen and Seaman (2013) discussed in their online education enrollment trends analysis.

6. Recommendation and Conclusion

6.1. Recommendations

Invest in Digital Infrastructure: Continued investment in robust digital infrastructure is critical. Expand bandwidth and server capacity and ensure that all students and staff have access to high-quality devices and software. According to a study by the World Economic Forum, digital infrastructure is foundational for the success of virtual organizations, as it directly impacts the reliability and effectiveness of online operations (World Economic Forum, 2020).

Professional Development for Faculty: Faculty must have the skills to deliver high-quality online education—training in digital tools, designing engaging online content, and managing virtual classrooms. Research by Bates (2019) has shown that professional development is crucial in successfully adopting digital learning strategies.

Address Digital Inequality: Acknowledging and addressing the digital divide is essential. Efforts should be made to provide resources to students lacking access to necessary technology or stable internet connections. Studies indicate that digital inequality can exacerbate educational disparities, thus undermining the inclusivity of virtual learning environments (Selwyn, 2021).

Explore Blended Learning Models: While entirely virtual environments offer flexibility, blended learning models that combine online and face-to-face interactions may provide the best of both worlds. This approach can enhance student engagement and accommodate diverse learning styles. The success of blended learning in various educational settings supports this recommendation (Graham, 2019).

6.2. Addressing Potential Counterarguments

Resistance to Change: Some faculty and students may resist the shift to more digital learning modes, preferring traditional in-person interactions. Overcoming this resistance requires a cultural change within the institution, supported by clear communication and demonstrating the long-term benefits of virtual management (Kotter, 2018).

Budget Constraints: The recommended investments in digital infrastructure and professional development may strain QMUL's budget, especially in the context of broader financial pressures educational institutions face. Prioritizing investments and seeking external funding or partnerships could help mitigate this challenge (Smith, 2020).

Sustaining Engagement: Maintaining student and faculty engagement in a virtual environment can be challenging, particularly over extended periods. Strategies to foster community, such as virtual social events or hybrid learning opportunities, can help sustain engagement and prevent burnout (Jones & Dexter, 2020).

6.3. Conclusion

In conclusion, QMUL's transition to virtual management presents significant opportunities and challenges. The successful adoption of virtual strategies has already provided QMUL a competitive advantage, particularly during the COVID-19 pandemic. However, the institution must continue to evolve its approach to remain at the forefront of digital education (Hodges et al., 2020).

The insights gained from QMUL's experience have broader implications for the future of digital learning within the university and the wider educational sector. As virtual management becomes increasingly prevalent, institutions must balance innovation with inclusivity, ensuring that all students and staff benefit from technological advancements. By addressing the challenges and leveraging the opportunities presented by virtual management, QMUL can shape the future of education in a digital age (Anderson, 2017).

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8. Appendices

Appendix A

Business Strategy

Strategic Objectives: QMUL's Goals in Transitioning to Virtual Management

The primary strategic objective of QMUL in adopting virtual management is to expand access to education and improve institutional efficiency using advanced digital tools. By doing so, QMUL positions itself as a leader in innovative educational practices, capable of meeting the evolving demands of both students and the global academic landscape (Gikandi, Morrow, & Davis, 2011; Ordoñez de Pablos, 2014).

Strategic Approaches

To achieve these objectives, QMUL employs a variety of digital platforms such as Microsoft Teams, Zoom, and Learning Management Systems (LMS). These tools facilitate real-time communication and collaboration, allowing the university to maintain high academic standards even in a virtual environment (Moore & Kearsley, 2011). The strategic use of these platforms ensures that faculty and students can effectively engage with course materials and each other, thereby preserving the quality of education.

Strategies for Maintaining Quality and Engagement in Virtual Settings

QMUL maintains the quality of education and student engagement in its virtual settings through several key strategies. These include digital literacy training for students and staff, regular collection of student feedback to inform continuous improvement, and supportive services such as virtual office hours and online counselling (Kahu, 2013; Shea & Bidjerano, 2019). These measures ensure that students remain engaged and supported, enhancing their overall educational experience in a virtual context.

Corporate Strategy

Alignment with Institutional Goals

QMUL's implementation of virtual management directly supports the institution's mission to provide inclusive and high-quality education. This strategy broadens access to educational resources and equips students with essential digital skills, preparing them for the demands of the modern workforce. By integrating digital tools into the core educational framework, QMUL ensures

that its educational offerings remain relevant and aligned with the evolving needs of both students and the global labour market (Barney & Hesterly, 2019).

Long-Term Planning

In its commitment to maintaining a competitive edge in the rapidly evolving field of digital education, QMUL has strategically invested in digital infrastructure. This investment is not just about immediate technological upgrades but also about anticipating and preparing for future trends in online learning. QMUL's long-term planning includes ensuring compliance with regulatory standards, crucial for maintaining credibility and operational stability. By doing so, QMUL positions itself to lead in digital education, staying ahead of industry trends and securing a sustainable competitive advantage (Whittington et al., 2020; Lynch, 2018).

Appendix B

Specific Case Studies and Practical Examples at QMUL

School of Business and Management

In response to the pandemic, QMUL's Global Business Environment module transitioned to an online format utilizing Zoom and Microsoft Teams for interactive webinars and case study analyses. While this shift enhanced engagement, it also exposed digital inequality issues, with some students facing challenges due to poor internet connections or inadequate devices. These concerns align with Shea and Bidjerano's (2019) discussion on the need for thoughtful online course design and equity. QMUL addressed these issues by providing loaner devices and ensuring accessible online resources.

School of Medicine and Dentistry

The School of Medicine and Dentistry implemented Virtual Reality (VR) tools for virtual clinical simulations to maintain practical training during the pandemic. While innovative, this approach encountered challenges, such as high costs and difficulties for students unfamiliar with VR technology. This situation reflects Ellaway and Masters' (2008) findings on the significant investment and support required for integrating e-learning in medical education.

Department of Law

The Department of Law adapted its moot court exercises to an online format via Zoom, allowing diverse guest judges and posing challenges to student engagement. The lack of physical presence made it difficult for students to fully engage and interpret non-verbal cues, echoing

Gikandi, Morrow, and Davis' (2011) observations on the limitations of online platforms in replicating face-to-face interactions.

School of Electronic Engineering and Computer Science

The School of Electronic Engineering and Computer Science transitioned to online coding labs using cloud-based IDEs and platforms like GitHub and Repl. While these tools facilitated practical exercises and collaboration, some students found the online format less effective for immediate feedback and problem-solving.

Appendix C

Long-Term Sustainability and Future Trends in Virtual Management at QMUL

Technological Infrastructure

QMUL must prioritize investments in a scalable, secure technological infrastructure to ensure long-term sustainability. Enhancing digital platforms, bolstering cybersecurity, and deploying systems capable of managing increased demand are all essential for ensuring sustained engagement of students and staff in virtual settings (Selwyn, 2017).

Digital Inclusion

Digital inclusion is crucial for sustaining virtual education at QMUL. Bridging the digital divide involves providing affordable resources, training, and technical support to all university community members. Implementing strategies such as offering low-cost devices and expanding internet access will be essential to maintaining equity and accessibility (Helsper & Reisdorf, 2017).

Faculty and Staff Development

Continuous professional development for faculty and staff is essential to adapting to evolving digital tools and pedagogical methods. Regular training sessions should be implemented to keep educators updated on the latest trends in virtual teaching, ensuring the effectiveness and sustainability of QMUL's online education offerings (Baran & Correia, 2014).

Future Trends in Virtual Management

Artificial Intelligence (AI) and Machine Learning

AI and machine learning have the potential to revolutionize virtual management at QMUL by offering personalized learning experiences and automating administrative tasks. Embracing these

technologies is crucial for maintaining QMUL's position as a leader in educational innovation (Luckin et al., 2016).

Blended Learning Models

The future of education at QMUL will likely involve blended learning models that integrate online and in-person elements. Exploring these models can create more flexible and engaging educational experiences, improving academic outcomes (Picciano, Dziuban, & Graham, 2014).

Regulatory Compliance

As virtual education expands, new regulatory standards are expected. QMUL must stay proactive in understanding and complying with these regulations to avoid legal and reputational risks (McAvinia, 2016).

Strategic Planning for Future Trends

QMUL should regularly update its strategic plan to integrate new technologies, address emerging challenges, and align with future trends and regulatory changes. Strategic planning will be essential for navigating the evolving landscape of virtual management in higher education (Dooris, Kelley, & Trainer, 2004).

Appendix D: Précis of the Paper (Group Presentation)

Title: The Development of Emotional Intelligence, Self-Efficacy, and Locus of Control in Master of Business Administration Students

The paper investigates the development of emotional intelligence (E.I.), self-efficacy (S.E.), and locus of control (LoC) among Master of Business Administration (MBA) students. Given the importance of psychological competencies and technical skills for successful management, the study explores whether MBA programs enhance these psychological traits. The study employs a pre-post survey design over a 1-year MBA program, comparing MBA students with psychology students and non-students as control groups. The results show significant improvements in E.I., S.E., and LoC among MBA students, indicating the positive impact of the MBA educational experience on these competencies.

The introduction establishes the importance of interpersonal skills for managers and the relevance of MBA programs in developing these skills. Emotional intelligence (E.I.) is the ability to perceive, use, understand, and manage emotions. Self-efficacy (S.E.) refers to an individual's belief in their ability to succeed in specific situations, and locus of control (LoC) pertains to the degree to which individuals believe they have control over the outcomes of events in their lives. The study aims to assess changes in these traits over an MBA program and determine if initial levels of these traits predict academic success.

The study involved 53 MBA students, 26 psychology students, and 34 non-students as control groups. Participants completed self-report measures of E.I., S.E., and LoC at the beginning and end of the 1-year MBA program. The study design included qualitative and quantitative analyses to evaluate changes in the psychological traits and their correlation with academic performance.

MBA students significantly improved E.I., S.E., and internal locus of control (LoC-I). There was also an increase in the belief in powerful others (LoC-P) among MBA students, suggesting an increased awareness of external influences. The initial levels of LoC-P were significant predictors of final GPA, highlighting the importance of internal and external control loci in academic success.

Discussion

The discussion suggests that the MBA program facilitates psychological growth through self-reflective and interpersonal competencies. The experiential learning model used in the program,

which includes concrete experience, reflective observation, abstract conceptualization, and active experimentation, likely contributes to the development of E.I., S.E., and LoC. The findings support the ability of the E.I. model, indicating that E.I. can be developed through targeted educational interventions. The study also raises concerns about the increasing belief in powerful others among students and suggests further research to address this aspect through educational programs.

The study concludes that MBA programs can significantly enhance students' emotional intelligence, self-efficacy, and locus of control. These psychological competencies are crucial for effective management and leadership in a dynamic business environment. The findings have implications for designing and delivering MBA programs to foster these essential skills in future managers.

Appendix E: The development of emotional intelligence, self-efficacy, and locus of control in Master of Business Administration students

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Identification of the Problem and Motivation in the Research on Psychological Competencies in MBA Programs

The contemporary business environment demands leaders proficient in technical knowledge and adept in managing interpersonal relationships and psychological challenges. The research paper titled "The Development of Emotional Intelligence, Self-Efficacy, and Locus of Control in Master of Business Administration Students" by Claire L. Thompson, Adrian T. H. Kuah, Regina Foong, and Eddy S. Ng addresses a critical issue in the field of business education: the development of psychological competencies in MBA students. This analysis delves into the problems the research aims to solve, the underlying motivation, and the study's broader implications.

The Problem Addressed by the Research

The primary problem the research seeks to address is the gap in understanding whether MBA programs effectively foster psychological competencies such as emotional intelligence (E.I.), self-efficacy (S.E.), and locus of control (LoC). These competencies are crucial for effective leadership and management but are often overlooked in favor of technical skills in traditional business education. The study identifies a significant need to determine if and how MBA programs contribute to developing these skills, which are essential for navigating complex organizational environments and achieving sustainable personal and professional success.

Managers face numerous interpersonal and psychological challenges in the rapidly evolving business landscape. Managing emotions, believing in one's capabilities, and understanding the locus of control are vital for effective decision-making and leadership. Despite the recognized importance of these competencies, there has been limited empirical evidence on the extent to which MBA programs can enhance them. This research seeks to fill this gap by providing concrete data on the impact of MBA education on psychological development.

Motivation Behind the Research

The motivation behind this research is multi-faceted, driven by academic curiosity and practical necessity. One significant motivator is the evolving nature of business education itself. As industries and organizational structures become more complex, the traditional focus on technical proficiency is no longer sufficient. Educational institutions are under pressure to produce knowledgeable, psychologically resilient graduates capable of effective interpersonal interactions.

The researchers are motivated by the need to provide empirical evidence to support integrating psychological competency development into MBA curricula. By demonstrating that MBA programs can significantly enhance E.I., S.E., and LoC, the study advocates for a more holistic approach to business education. It is particularly relevant considering increasing globalization and the rise in cross-cultural interactions and diverse work environments. Understanding and managing emotions, maintaining self-confidence, and navigating control dynamics are essential skills for leaders in such contexts.

Additionally, the study aims to inform educational policy and curriculum design. By highlighting the positive impact of MBA programs on psychological competencies, the research provides a basis for curriculum developers to incorporate specific interventions and training modules that

target these skills. It can lead to the creation of more effective educational programs that prepare students for immediate career success and long-term leadership roles.

Evidence of the Agenda

The research agenda is evident in its methodological design and the framing of its research questions. The study employs a rigorous pre-post survey design involving multiple groups for comparison, including MBA students, psychology students, and non-students. This design underscores the researchers' commitment to isolating the effects of the MBA program on psychological competencies. The inclusion of control groups further strengthens the validity of the findings and aligns to provide robust evidence to support educational reforms.

The research questions are framed to address specific gaps in the existing literature. By focusing on E.I., S.E., and LoC, the study targets competencies widely recognized as critical for effective management but often under-emphasized in business education. This focus reflects a clear agenda to shift the educational paradigm towards a more balanced approach that values psychological skills alongside technical knowledge.

Furthermore, the discussion and conclusion sections of the paper highlight the practical implications of the findings. The researchers emphasize the need for MBA programs to integrate psychological competency development into their curricula and suggest specific areas for intervention. This practical orientation indicates an agenda that extends beyond academic inquiry to influence educational practice and policy.

Conclusion

In summary, the research paper by Thompson et al. addresses a critical issue in business education: the development of psychological competencies in MBA students. Motivated by the need to produce well-rounded leaders who can navigate complex organizational environments, the study provides empirical evidence on the impact of MBA programs on E.I., S.E., and LoC. The researchers aim to promote a more holistic approach to business education, advocating for integrating psychological skills training into MBA curricula. This research not only fills a significant gap in the literature but also has the potential to influence educational practices and policies, ultimately contributing to the development of more effective and resilient business leaders.

Reference

Thompson, C.L., Kuah, A.T.H., Foong, R., & Ng, E.S., 2019. The development of emotional intelligence, self-efficacy, and locus of control in Master of Business Administration students. *Human Resource Development Quarterly*, 30(3), pp. 363-383.

Appendix F: PPT Presentation

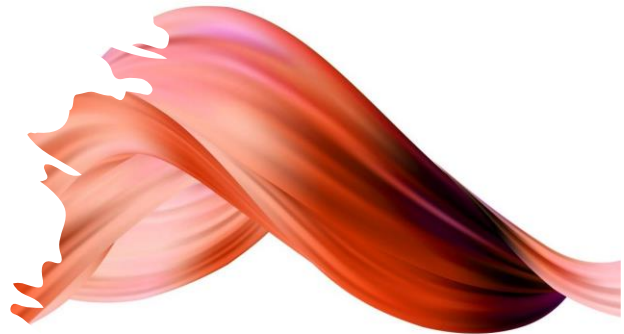
UNIVERSITY OF WALES
TRINITY SAINT DAVID
LONDON CAMPUS

Program: Strategic
Management

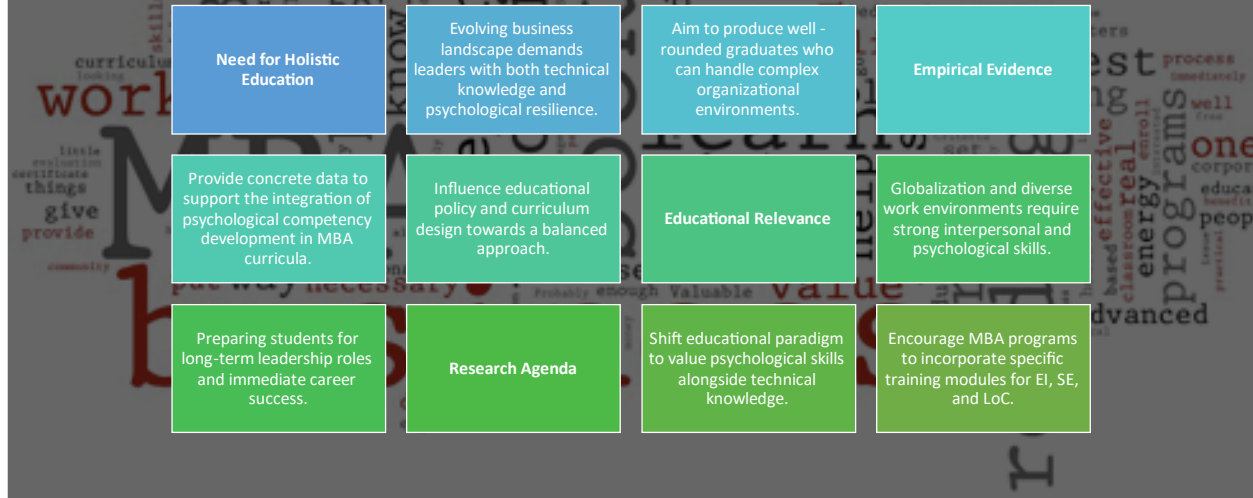
Title: *Enhancing Psychological
Competencies in MBA
Programs: Addressing the Gap
and Motivations for Research*

Group presentation

Valeria Varga



Motivation and Agenda of the Research



Key Findings

Emotional Intelligence (EI)

- **Improvement:** Significant improvement for MBA students ($p = .001$)
- **No Significant Change:** Psychology students, nonstudents

Self-Efficacy (SE)

- **Improvement:** Significant for MBA students ($p = .002$) and psychology students ($p = .019$)
- **No Significant Change:** Nonstudents

Locus of Control (LoC)

- **Internal (LoC-I):** Significant increase for MBA students ($p = .005$)
- **Powerful Others (LoC-P):** Increase across time for MBA students ($p = .045$)
- **Chance (LoC-C):** No significant change

Confirmatory Factor Analysis (CFA)

AES Questionnaire : 33-item, three-factor solution explained 37.98% of variance

Table 2: Factor loadings for appraisal, regulation, and utilization of emotions

Correlations and MANOVA Results

Table 3 : Correlations for EI, SE, and LoC at Time 1 and Time 2

Table 4: Means and standard deviations for dependent variables

Predictors of Final GPA (MBA Students)

Hierarchical Multiple Regression

- Significant Predictors : Gender (female higher GPA), LoC-P (negative predictor, $p = .018$)
- Non-significant Predictors : Other psychological variables

References

Thompson, C.L., Kuah, A.T.H. & Foong, R., 2019. The development of emotional intelligence, self-efficacy, and locus of control in Master of Business Administration students. *Human Resource Development Quarterly*, 30(2), pp.213-229.

THANK YOU !

