

Role of emotional intelligence: A perception study among the students in B-Schools

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Preface

Research Center for Management Studies (RCMS) at SDMIMD has endeavoured to promote research in the field of management education in the Institute, in various ways. The Research Centre has encouraged faculty and students to actively take part in research activities jointly, collate and disseminate findings of the research activities through various types of projects to contribute to the body of knowledge to the academic fraternity in general, and management education in particular.

In this direction, keeping in line with the philosophy of promoting active research in the field of management to capture live situations and issues, the Research Center has taken a unique initiative to sponsor and encourage faculty members to carry out Applied Research Projects in various areas of management.

The duration of these projects is typically between four to twelve months. After completion of each project, after peer review, a publication is taken out, by the institute. The projects help the faculty members, and the students, who work under the supervision of the faculty members for these projects, to identify issues of current importance in the field of management in various sectors. Data is collected mostly through primary research, through interviews and field study.

The institute takes into account the time and resources required by a faculty member to carry out such projects, and, fully sponsors them to cover the various costs of the project work (for data collection, travel, etc), thereby providing a unique opportunity to the two most important institutional stakeholders (faculty and students) to enrich their knowledge by extending their academic activities, outside the classroom learning situation, in the real world.

From the academic viewpoint, these projects provide a unique opportunity to the faculty and the engaging students to get a first-hand experience in knowing problems of targeted organizations or sectors on a face to face basis, thereby, helping in knowledge creation and its transfer, adding to the overall process of learning in a practical manner, with application of knowledge, as the focus of learning pedagogy, which is vital in management education.

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Section I. Introduction

Students in the Business Schools, essentially studying graduate and post-graduate degree/diploma/certificate courses in the area of management education, are the young adult population, who face challenges to prove their mettle, not only in terms of the academic success, but, also, in terms of their capabilities to venture into a successful career and life. Many times, the challenges become intense due to parental, societal and peer pressure and individual students feel compelled to subject themselves to high degree of competition at the peer level, in the class (during the course) and at the workplace (after joining the companies, upon finishing the course). There are cases, where students join these courses without proper assessment of their own aptitude or inclination towards the subjects to be taught, either due to parental pressure or anticipating a glorified future job opportunity and glamorous lifestyle. Some instances, why students join such courses, is being allured to accompany their friends, who decided to join such courses. Above all, management education is about applying the various concepts and frameworks, with the help of various innovative pedagogy which may appear as extremely challenging for freshers from universities, to comprehend. Due to the above, students run the risk of failing to attend the desired level of success and undergo frustration, anxiety and develop very low morale. Emotional intelligence (EI) is perceived to be of great help, not only for such students, but also for the students, who wish to improve their skills to cope with the competitive situations and shine in the lives.

One may note that, identifying factors that are responsible for success in life has been a challenge to researchers, since long. Even a decade before, it was believed that traditional intelligence, which could be measured as Intelligence Quotient (IQ), was responsible for success in life. Based on the assumption, a number of intelligence scales have been developed (for example, Stanford-Binet test, Binet-Simon test, Wechsler Adult Intelligence test). These scales predict the technical expertise of an individual

that helped him/her in performing the job and, therefore, act as a facilitating factor in getting a job. However, those scales are not meant for predicting whether one would succeed to manage the career, prosper and reach at the top (Goleman, 1995). Further researches revealed that adaptability, leadership, self-confidence and interpersonal relationship distinguished the top performers from the poor performers (McClelland, 1975). This dilemma propelled the researchers to develop a concept to integrate these skills with traditional intelligence. Probably this was the logic behind the emergence and popularity of the concept of emotional intelligence. The relation of EI has been studied with respect to many variables particularly in Academic Achievement (Durgut, Gerekan & Pehlivan, 2013). In fact, a few studies have suggested that, Emotional Intelligence (non-traditional measures of intelligence) may predict success better than IQ tests (traditional psychometric test) and many other traditional methods of measuring Academic Achievement (Goleman, 1998).

Emotional Intelligence (EI) relates with connects of several important areas of psychological science, such as, neuroscience of emotion, self-regulation theory, studies of Meta cognition and the search for human cognitive abilities beyond "traditional" academic intelligence (Malekar, 2009). EI is considered to be a significant factor for students' academic achievement (Neeru, 2014), understanding the emotion individuals feel, and expressing the same in effective manner (Salovey, Mayer, Goldman, Turvey, & Palfai, 1995). Emotionally intelligent people cope with stress in a better way because effective coping strategies are acted based on the attributes of a person with improved EI, such as, better emotion management, improved empathy, postponement of gratification (Kulkarni et al, 2016). Similarly, emotional reflection is observed as a significant parameter which contributes towards improvement of goals, beliefs and life decisions (Salovey, Stroud, Woolery, & Epel, 2002). The variations observed in the ability of the persons to reflect on their emotions is netted in the term of "Emotional Intelligence" (Burns, 2011).

Various authors have attempted at defining emotional intelligence. It was defined as “a set of abilities to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth.” (Mayer & Salovey, 1997; p 10). It was also conceptualized as ‘an array of emotional and social knowledge and abilities that influence our overall ability to effectively cope with environmental demands’ (Bar-On, 2000). Goleman, (1995) defined emotional intelligence as a skill of self-control, zeal and persistence and the ability to motivate oneself.

These definitions varied in certain ways. The first definition proposed by Mayer and Salovey (1997) emphasized on the knowledge of emotions one had and the mechanism of regulating and managing them. The definition of Bar-On (2000) signified the overall survival strategy as per environmental requirements with the help of certain characteristics that were very much similar to personality. Goleman’s (1995) concept of emotional intelligence advocated for the skill that was reflected through effective performance. It should be remembered that behavior is a combination of cognition, emotion and conation and the behavior at workplace depends on the interaction of such components.

Given this background, in this present study, emotional

intelligence has been operationalized as an aggregate of individuals’ cognition of own and others’ emotions, feeling, interpretation and action as per environmental demand to manipulate the consequence, which in turn result in superior performance and better human relationship (Bhattacharya, 2003).

The objective of the present study is to investigate the perception of the students, in the B-schools, about the role of emotional intelligence in their lives.

Section II. Literature review

The importance of both emotion and intelligence in making decisions and achieving success in life was, therefore, well-accepted in ancient India. A concept of “*Sthitha-prajna*” (emotional stability), similar to the concept of emotional intelligence, can be traced in the second chapter of ‘*Srimad Bhagavad-Gita*’, written in approximately 900 B. C., one of the most profound renderings of Hindu view of human life (*Srimad Bhagavad Gita*, 2nd chapter, *sloke* no. 55-58, cited in Ghosh, 1972). In the *Srimad Bhagavad Gita*, a concept of ‘*Sthitha-prajna*’ (the steady minded person), has been discussed, in the form of the conversation between Lord Krishna and Arjuna. The concept of “*Sthitha-prajna*” (the steady-minded person) focused on a unique interdependence and balance between emotion and intelligence for effective decision-making which was most essential in excelling in every sphere of life.

Bhagabat Gita, Chapter 2, verses 55 to 58:

Prajahathi Yada kaman Sarvan partha manogathan
Atmanyevatmana thustha sthitha Pragnasthadochyate” (Verse 55)
“Dukheswanudwigna Manaha Sukhashu vigatha spuhahs
Veetaraga Bhaya Krodhaha Sthitadaerar muniruchyathe” (Verse 56)
Yassarvathranabhisnahaha Tathth Prapya subhasubham
Nabhinandathi nadwestu, Tasya Pragna Prathsthita” (Verse 57)
“Yada Samharatachayam Kurmongaganeeva Sarvasaha
Indriyaneedriyarthebhyaha Tasya Pragna Prathisthita” (Verse 58)

The term emotional intelligence first appeared in "The Communication of Emotional Meaning" paper by a member of Department of Psychology Teachers at College Columbia University Joel Robert Davitz and clinical professor of psychology in psychiatry Michael Beldoch^[3] in 1964 (*Davitz & Beldoch, 1976*). In 1983, Gardner, in his book "Frames of Mind: The Theory of Multiple Intelligences", advocated that, the traditional intelligence, measured as IQ, failed to fully explain cognitive ability and introduced the concept of multiple intelligence. The multiple intelligence consisted of both *interpersonal intelligence* (the capacity to understand the intentions, motivations and desires of other people) and *intrapersonal intelligence* (the capacity to understand oneself, to appreciate one's feelings, fears and motivations)[Smith, 2002]. However, only after the publication of the work of Salovey and Mayer (1990), and consequently, that of Goleman (1995), psychologists, management consultants, researchers, educationists have started taking interest in this concept.

Understanding the construct of emotional intelligence requires two component terms: emotions and intelligence. Therefore, a clear idea about the relevant theories and concepts of emotion and intelligence is required to comprehend the theoretical background of emotional intelligence.

Theories of emotion

Emotions comprise of (a) physiological changes within the bodies, for example, shifts in the heart rate blood pressure and so on; (b) subjective cognitive states, for example, the personal experiences we label as emotions and (c) expressive behaviors, such as, outward signs of these internal reactions (Taylor, 1999). There are many theories of emotion:

I. James-Lange Theory (1890) [cited in Taylor, 1999]: Subjective emotional responses are the result of physiological changes within human bodies. The brain perceives an event and, in turn, sends messages down its neural circuitry to other areas of the brain. This action ultimately produces motor, autonomic and

endocrine responses. These responses elicit an emotional response, which in turn, is perceived by the brain. Therefore, it is a cyclical process. This theory argues that physiological behaviors precede the emotion.

II. Cannon-Bard theory (1927) [cited in Taylor, 1999]: Emotion-provoking events induce the subjective emotional experiences and physiological arousal simultaneously. Through experiences, individuals begin to acquire certain expectations for every given situation. These expectations provide a filter and every situation is processed through this filter. During this process, brain produces the emotion and corresponding physiological behaviors at the same time.

III. Schachter-Singer theory (1962): Both feedback from peripheral responses and a cognitive appraisal of what caused those responses produce emotions. How one interprets the peripheral response will determine the emotion he / she feels. Individuals label the emotional response depending on what we think is causing the response. For example, when someone interprets a stimulus as dangerous, it leads to physiological arousal. Then this physiological arousal is interpreted to a particular emotion. It can be fear, surprise, excitement, and astonishment depending on how the arousal is labeled.

IV. Lazarus' appraisal theory (1980): An individual makes an initial and sometimes unconscious cognitive appraisal of the situation to decide, if there is a threat; coping action is taken, if necessary; and the individual takes a closer look and identifies the emotions he or she is feeling. Zajonc (1980) has disputed the initial cognitive reaction and argued that cognition and emotion are independent systems with the emotional response preceding cognition in some circumstances.

V. Weiner's attribution theory (1986, 1992): Certain attributions produce specific emotions. Once the initial evaluation has been made, the individual looks at what caused the event. These attributions of causality can modify the emotion felt. It is the interaction of the perceived internal and external

causes, controllability and outcome that will determine the emotional responses.

Emotional intelligence and physiological genesis

According to Le Doux (1986), amygdala in limbic system of human brain plays a vital role in human emotional brain. It acts as an alarm system which, through specific emotional response, copes up with the emergency situation and alerts the major parts of brain. "It triggers the secretion of the body's fight-or-flight hormones, mobilizes the centers for movement, and activates the cardio-vascular system, the muscles, and the gut" (Goleman, 1995; pp16 - 17). Sensory signal from sensory organs first goes to brain's thalamus and across a synapse it reaches to amygdala. From thalamus, another signal is rooted to brain's rational part of neocortex. Neocortex gathers and weighs up various information and then initiates its more appropriate response. But the sensory pathway from thalamus to neocortex is larger than the pathway from thalamus to amygdala. As a result of that, amygdala starts responding to a stimulus before they are fully comprehended by the neocortex. However, the largest portion of sensory information goes to the neocortex. In the prefrontal lobes of neocortex, the information is analyzed, planned and coordinated and as a consequence, more calculated response is generated. In this way, the prefrontal lobes dictate the sensory stimuli and work hand in hand with amygdala to respond more rationally. It naturally modulates the actions of amygdala. "The connections between amygdala (and related limbic structures) and the neocortex are the hub of the battles or cooperative treaties struck between head and heart, thought and feeling. This circuitry explains why managing emotion is so crucial to effective thought, both in making wise decisions and in simply allowing us to think clearly" (Goleman, 1995 : p 27). This phenomenon of modulating emotional responses is the essence of the construct of emotional intelligence.

Theories of intelligence

Two major approaches in explaining intelligence can be found in literature: factor theory and process theory. The first is determined by the organization of mental ability or the factors and the other is determined by the nature of the intellectual processes.

Factor theory: According to Spearman (1904), intelligence is composed of a single, unitary or general (G) factor. It stresses on the tendency for all the cognitive measures to be related to one another. Guilford and Hoepfner (1971), on the basis of factor analysis of the factors responsible for human effectiveness, proposed 120 factors of intelligence. Cattell's (1971, 1963) two factor theory was another factor theory which identified two distinct intelligence factors: fluid and crystallized intelligence. Fluid intelligence is a general relation-perceiving capacity which represents one's potential intelligence somewhat independent of socialization and education. Crystallized intelligence, on the other hand, reflects much more one's cultural exposure including formal education, knowledge and skills. These factor theories describe the structure of intelligence, but do not, try to explain the processes or mechanism involved in intelligent behavior.

Process-oriented theory: This theory explains intelligence as the specific process of solving problems the individuals encounter. Piaget (1952), one of the eminent proponents of this kind of theories, has proposed intelligence as an adaptive process, which a child experiences at various stages of his/ her life. Gardner (1983) has developed a theory of multiple intelligence on the basis of cultural significance and their correspondence to human brain structure. Besides the physical and musical varieties, he has identified six other types of intelligence: spatial (visual), interpersonal (the ability to understand others), intrapersonal (the ability to understand oneself), naturalist (the ability to recognize fine distinctions and patterns in the natural world), logical and linguistic. Thorndike (1920) has proposed a slightly different view. According to him, traditional intelligence consists

of three constructs: concrete, abstract and social intelligence. Concrete intelligence is the ability to understand and manipulate with objects; abstract intelligence is the ability to understand and manipulate with mathematical symbols and; social intelligence is the ability to understand and relate with people. Later Thorndike and Stein (1937) proposed that social intelligence consisted of two types of intelligence: interpersonal (the ability to understand others) and intrapersonal (the ability to understand self, abilities of human beings to deal with charged situations).

To investigate whether emotional intelligence can be termed as a kind of intelligence at all, three criteria of traditional intelligence (conceptual, correctional and developmental) have been explored. Conceptual criteria of intelligence narrate that an intelligence must reflect mental performance rather than simply preferred ways of behaving or a person's self-esteem or non-intellectual attainments (Carroll, 1993, Mayer & Salovey, 1993, Scarr, 1989) and should measure emotion-related abilities (Mayer, Caruso, & Salovey, 2000). Correctional criteria of intelligence narrate that it should describe a set of closely-related abilities that are similar to, but distinct from, mental abilities described by already established intelligence (Carroll, 1993; Neisser, Boodoo, Bouchard, Boykin, Brody, Ceci, Halpern, Loehlin, Perloff, Sternberg, & Urigina, 1996). The third set of criteria state that intelligence develops with age and experience (Brown, 1997, Fancher, 1985). Emotional intelligence meets all these most essential criteria for standard intelligence (Mayer, Caruso, & Salovey, 2000).

Referring to the definitions of emotional intelligence mentioned earlier (e.g.; Mayer & Salovey, 1997; Bar-On, 2000; Goleman, 1995), emotional intelligence can be interpreted as the combination of 'interpersonal' and 'intrapersonal' intelligence. Bernet (1996), however, proposed a broader view of emotional intelligence and argued that social intelligence is rather a subset of emotional intelligence. Mayer, Caruso, & Salovey (2000) have further used the concept of 'hot' and 'cold' intelligence (Abelson, 1963;

Mayer & Mitchell, 1998) to explain the construct of emotional intelligence. According to them, spatial and verbal intelligence need minimal involvement of 'self' and thus can be categorized as cold intelligence. Other types of intelligence, for example, personal intelligence (Gardner, 1993), non verbal perception skills (Rosenthal, Hall, DiMatteo, Rogers, & Archer, 1979; Buck, 1984) and emotional creativity (Averill & Nunley, 1992) are hot intelligence. Given such background, emotional intelligence can also be conceptualized as a 'hot' intelligence (Mayer, Caruso, & Salovey, 2000).

Role of EI in life

Higher emotional intelligence is positively correlated with several daily life success factors. They are as follows (Mayer, 2008):

1. Good social interaction is positively correlated with good social interactions and relationships among the teens and children and it is negatively correlated to deviations from social norms, and anti-social behavior in and outside the school environment, which has been reported not only by the children themselves, but also, their parents and teachers.
2. Among adults, high emotional intelligence has been found to have positive correlations with better self-perception of social reality, more positive social interactions and lesser interpersonal aggression.
3. People with high EI are perceived by others as more pleasant, socially skilled and empathic.
4. Teachers have reported that EI is associated with greater academic achievements, but not necessarily higher grades, especially if, IQ factor is taken into account.
5. High EI is associated with ability to have more intimate relationships and better relationships with family.

6. A higher level of EI has been seen as associated strongly with effective negotiation skills and managing social dynamics more efficiently.
7. EI positively correlated with higher levels of satisfaction, better self-esteem and well-being and lower levels of insecurity and depression, and negatively correlated with poor health.

Models of EI

Various types of instruments have been developed based on various models of EI for assessment of the construct. With some overlapping researchers opine that they tap different constructs. Thought and understanding may be facilitated by emotions which are expandable through the usage of specific models. One example can be emotions interacting with thinking facilitating better decision-making among individuals (Mayer, 2008). Individuals who are more emotionally responsive to crucial issues is likely to respond and attend to these issues more. The other aspects relate to inclusion and exclusion of emotions in daily interactions through emotional reasoning, depending on various situations or life circumstances.

Ability model

Salovey and Mayer's conception of EI seeks to define EI within the boundaries of the standard criteria for a new intelligence (Mayer et al, 2001, *MacCann et al, 2014*). After continuous study, they revised the definition of EI to "The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth." Further it was refined to state that EI refers to "the capacity to reason about emotions, and of emotions, to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth (Salovey et al 2004).

The ability-based models look at emotions as important sources of information that are useful in

help individuals to make sense of and navigate the social environment (Mayer & Salovey (1997; *Salovey & Grewal, 2005*). The model states that individuals differ not only in their ability to process related to emotions, but also in their ability to relate emotional processing to a wider cognition. This is manifested through certain adaptive behaviors and the model claims that it includes four types of abilities:

1. Perceiving emotions: refers to a person's ability in detecting and deciphering emotions in faces, pictures, voices, and cultural artifacts—which also includes identifying one's own emotions.
2. Using emotions – using emotions to facilitate various cognitive activities, such as thinking and problem-solving. The emotionally intelligent person can is capable of capitalizing fully his or her changing moods in order to best fit the task at hand.
3. Understanding emotions – this often allows the individual to comprehend emotion language and to appreciate complicated relationships among emotions.
4. Managing emotions – this refers to an individual's ability to regulate emotions in both themselves and in others. Therefore, the emotionally intelligent person is able to use emotions appropriately, including the negative ones, and manage them to achieve their intended goals.

The ability model of EI has been criticized on the grounds of lacking face and predictive validity in the workplace (*Bradberry & Su, 2003*. However, with regard to construct validity, ability EI tests have relatively greater advantage over self-report scales of EI, since they compare individual maximal performance to standard performance scales and are not dependant on individuals' endorsement of descriptive statements about themselves (*Brackett et al 2003*).

Mixed model

This has been proposed by Daniel Goleman (1995), stating EI as a wide arrange of competencies and skills that can drive leadership performance. This model focusses on five main EI constructs:

Self-awareness – the ability to recognize one's own motions, strengths, weaknesses, drives, values and goals and their impact on others while using gut feelings to guide decisions.

Self-regulation – refers to controlling or redirecting one's disruptive emotions and impulses and adapting to changing life-situations.

Social skill – managing relationships to functionally interact with others.

Empathy – taking into account considering others' feelings, especially, while making decisions.

Motivation – being aware of things that motivates them.

In his scheme, Goleman has included a set of emotional competencies in each of the construct of Emotional competencies which he explains as learned capabilities, rather than innate talents, which needs to be worked upon in order to be able to produce outstanding performance. According to him, all individuals are born with a general emotional intelligence that determines their potentiality to develop and learn emotional competencies (Boyatzis et al, 2000).

Trait model

Petrides and *Furnham (2000a) and Petrides et al (2007)* put forward a conceptual distinction between the ability based model and a trait based model of EI, developing the trait model through many years of research in a number of publications. Trait EI is "a constellation of emotional self-perceptions located at the lower levels of personality" (*Petrides et al (2007)*). In other words, EI connotes the self-perception that an individual has about his emotional abilities. In this definition of EI is included behavioral dispositions and

self-perceived abilities which are to be measured by self-report, in contrast to ability model, which refers to actual abilities found extremely difficult to be measured scientifically. Trait EI needs to be investigated within a personality framework (Petrides and *Furnham 2001*). Another label which has been proposed for the same construct is trait emotional self-efficacy. Viewing EI as a personality trait leads to development of a conception that it lies outside the nomenclature of human cognitive ability. This is an important distinction since it affects both operationalization and formulation of hypothesis associated with regard to the construct (Petrides and *Furnham 2000a*).

Benefits of Applications of EI

EI has found application in a number of areas including, organizational settings, entrepreneurship development, managerial effectiveness, leadership development, parenting, child development, and applications in the education sector.

In professional work arena, EI has come to be increasingly used by HR managers to determine the right person-organization fit, anticipating that would be capable of attaining better emotional engagement, who could then be given more responsible tasks and be retained for longer periods. (Beinhocker 2000) and Rijamampianina and Maxwell's (2002) in their study opine that EI of a company is a summation of EI of individuals within it. Beinhocker (1997) has opined that long-term performance in an organization is related to effective and on-going, appropriate decision-making. Over a period of time, any organization needs to become innovative though development of adaptive competitive advantage which can be achieved by fostering flexibility, adaptability and creativity among its employees to remain competitive and sustainable in business (Beinhocker, 2000; Eisenhardt, 1999).

As far as managerial effectiveness is concerned, assessment of EI have helped HR managers to customize training modules for increasing managerial

effectiveness, as part of development of talent management, career development and development of individual plans for career growth and succession planning. (Cummings and Worley, 2005; Kunnanatt, 2004), (Parker et al., 2004a; Cherniss and Goleman 2001), development of organization-wide competency models (Gowing et al., 2005), and Executive coaching interventions (Peterson 1996).

Studies conducted among the association of leadership with EI (particularly among marketing managers/ professionals) have shown that there is a positive association between leadership and EI, and hence, with the help of EI intervention, managerial effectiveness can be enhanced. Similar results have also been shown in studies conducted by (Stein, 2007); (Gardner and Stough, 2002); (Sivanathan and Fekken, 2002) who have opined that leadership abilities of an individual can be enhanced through appropriate EI-based interventions.

With regard to entrepreneurs it has been found that they are people who are very achievement-oriented and have appetite for better risk-taking. In Australian samples, Cross and Travaglione (2003) have shown that they are also seen to score higher on various EI-based competencies when measured through scales developed by both of the Mayer and Salovey model (1990) as well as Goleman's model (1998).

Studies of individuals in social sector have shown that people with higher EI (Merlevede et al., 2001) are likely to be less destructive, more socially adaptive, more emotionally attached to their families and better at social interactions and avoiding negative behavior such as smoking, excessive drinking and drug abuse and violent episodes with others (Stein and Lebeau-Craven, 2002).

Children whose EI are higher are found to be better at making life transitions, better at their academic work, make better decisions, take problem-solving approach to solve their life's issues and cope with change and succeed. (Freedman 1998). Studies by (Roberts et al 2001) have shown that EI also helps children academically, since, such skills as delaying

satisfaction or enjoyment when searching for long-term goals are helpful to children, who can then focus more on immediate academic chores at hand, rather than engage in other activities, which may serve as distractions to achievement of short and long-term academic goals. Rubin (1999) has shown that their peers rate school students, who are high on EI, as less aggressive and more social. They are also much less likely to engaging in activities, such as, tobacco and alcohol consumption. (Trinidad and Johnson, 2002). A study by Ciarrochi et al. (2002) has also proved that that EI moderates the link between stress and mental health and is particularly helpful in reducing depression, hopelessness and suicidal tendencies. To summarize, research shows that through EI screening and coaching, it is possible to decrease the chances of students becoming more adaptable at schooling and consequently would affect the dropout rates in schools.

Parenting is another area which has strong links with EI. Parents with appropriate role-modelled behavior can induce better EI-based behavior among children and teach them to engage in more socially appropriate behavior. They can also teach them to use their EI better at taking decisions in life in a practical manner for becoming more satisfied individuals, capable of health psychological adaptation to develop better relations with their family members, peers and others in society (Warwick and Nettelbeck, 2004).

In the education sector, EI has major applications. Pediatric psychologists are now developing measuring tools that are based on EI. This is being done to create greater understanding of how emotional make-up of children are affected by assessments done by parents and teachers in schools. Reactions to children's failures and successes at home and at school are majorly shaped by these assessments and there is a need to understand the far-reaching effects, it has on the child being assessed. Instead of straitjacketing failures and success of children based on standard criteria, it is necessary to understand in different emotional circumstances, how a child's performance and ability

to succeed in certain tasks may vary, significantly. This can have practical implications in designing school curriculum, school learning environment and assessment criteria which is more sensitive towards children's emotional-centered needs, rather than conventional criteria of success and failure in achievement-oriented culture and society. (Parker 2004a). Research on school students in the western context, has shown that among other factors, EI been found to be positively correlated with relations with others, perceived parental support and fewer negative interactions with close friends (Lopes et al., 2003); pro-social behavior, parental warmth and positive peer and family relations (Mayer et al., 2002); more optimism (Schutte et al., 1998); higher empathic perspective taking and self-monitoring in social situations, and higher social skills (Schutte et al., 2001).

Role of EI among students

Researches have revealed that personality plays a significant role in an individual student's academic performance. Dysfunctional personality characteristics, such as, lack of confidence, low self-esteem, lack of self-control, anxiety-proneness, are such characteristics. Interestingly, these are manifested as low emotional intelligence. Petrides et al (2004) investigated the relationship between emotional intelligence, academic performance and cognitive ability. It was found that, emotional intelligence moderated the relationship between academic performance and cognitive ability. Parker et al (2004) also supported the view that, emotional intelligence act as a significant predictor of academic success. Rode et al. (2007) advocated that, academic performance requires high levels of self-management, and thus, students having higher emotional intelligence would perform better academically. Svetlana (2007) also supported the view and forwarded the need to incorporate emotional intelligence training into secondary education curricula. A few significant studies in the related space have been highlighted below. Liff (2003) advocated that, the elements of social and emotional intelligence, such as, self-

awareness, self-regulation, self-monitoring, empathy act as stimuli towards success or failure at college. Emotional intelligence explains a significant amount of variance above intelligence and personality in both social competence and academic success (Zee, Thijs, & Schakel, 2002). Petrides, Frederickson and Furnham (2004), Adeyemo (2007), Ogundokun and Adeyemo (2010), and, Hassan, Sulaiman and Ishak (2009) found that emotional intelligence positively supports the relationship between academic performance and cognitive ability.

Self-Awareness and self-management and Academic Performance : Self-awareness is a very important emotional intelligence component. According to Johnson (2009), students with higher self-awareness and intrinsically motivation have higher possibility to perform better academically. This view was supported by Rode et al. (2007), who mentioned that, self-management capabilities and emotional intelligence help the students meeting higher academic performance demands. Researches on emotional intelligence among school children also proved to be correlated significantly negatively with stress, depression, somatic complaints, aggression, and delinquency (Liau, Liau, Teoh, & Liau, 2003).

Emotional Management and Academic Performance: A number of studies have proved that, self-control on cognitive and behavior are essential aspects of learning and academic performance, as it helps them to control negative emotions, impulses, and better time management (Corno and Mandinach, 1983; and Corno & Rohrkemper, 1985, Dweck et al, 1995, Shoda, Mischel, and Peake, 1990). Ediger (1997) indicated that students need to control emotions, as impulsive behavior may result in improper decisions. Research also proved that, emotional intelligence plays a vital role in enhancing physical and mental capabilities in students, resulting into better academic performance, personal satisfaction, and better career excellence (Low, Lomax, Jackson, & Nelson, 2004, Pool, 1997).

Empathy and Academic Performance: Empathy plays very important role in development of learning

relationships and achievement (Cooper, 2010). According to Wang (2014), empathy is communicated non-verbally via facial expressions and body language. Chow (2006) has concluded that student's levels of empathy have a positive relationship with their academic motivation. Coover and Murphy (2000) also advocated that, students with better self-awareness and empathy, will perform better academically.

Self-Motivation and Academic Performance: Bernard (1965) mentioned self-motivation, which is a component of emotional intelligence, encourage students to get engaged in the learning process, persistently. Kamarudin (1989) also stated that, self-motivation, which is related to emotion management, affect a person's strategy to respond to other persons in a given situation. Sikkwari (2014) and Tella (2007) also found that, there is a significant correlation between academic achievement and self-motivation.

Interpersonal Skills and Academic Performance: MacMullin (1994) explained that, low academic performance can be linked to social and emotional issues among students, especially in the context lack of interpersonal skills of seeking support from faculty members. Similarly, interpersonal skill is needed for maintaining relationship with the peers, for better academic performance through teamwork (Sulzer-Azaraff and Mayer, 1986). Johnson (2009) proposed that emotional intelligence (especially interpersonal skills) facilitates the process of developing social support among students, which eventually contribute towards better academic performance. Cangelosi & Petersen (1998) observed that, lack of interpersonal and intrapersonal skills, poor time management skills, and poor communication skills lead to poor academic performance.

Section III. Research design

The objective of the present study is to investigate the perception of the students, in the B-schools, about the role of emotional intelligence in their lives. In order to do so, a questionnaire was designed. The questionnaire included items from a standard EI scale,

to investigate how the students perceive the EI dimensions in their lives.

Standard EI scale chosen for the present study

As discussed earlier, in the literature, there are two classic models of EI: the ability (AEI) and the trait models (TEI), along with the mixed model combining the both. In Ability model, EI refers to individuals' ability to perceive, use, understand, and manage emotions in the self and others" (Kong, Zhao, & You, 2012). In trait model, EI refers to a of self-perceptions about emotion, at lower-levels of personality hierarchies (Kong et al., 2012; Petrides, Pita, & Kokkinaki, 2007). For the purpose of the present study, we focused on a trait approach towards emotional intelligence.

The 16-item Wong and Law Emotional Intelligence Scale (WLEIS), developed by Wong & Law (2002,) has been chosen. This scale investigates the four factors of EI, as proposed by Davies et al. (1998), which are as follows:

1. *Appraisal and expression of emotion in one's self* – It relates to an individual's ability to understand his/her own emotions and to express the same.
2. *Appraisal and recognition of emotion in others* - It relates to an individual's ability to perceive and understand the emotions of the other people around them.
3. *Regulation of emotion in one's self* - It relates to the ability of a person to regulate his/her emotions, enabling a faster recouping from distressing experience.
4. *Use of emotion to facilitate performance* – It relates to the ability of a person to make use of emotions by directing them towards constructive performance.

All the above are crucial for a students' personal and work-related life, and, general mental ability (Law et

al, 2008). Wong and Law (2002) have found that the WLEIS have satisfactory validity and reliability. Subsequently, the WLEIS has been validated in different countries (Fukuda et al., 2011; Fukuda, Saklofske, Tamaoka, & Lim, 2012; LaPalme, Wang, Joseph, Saklofske, & Yan, 2016; Li, Saklofske, Bowden, Yan, & Fung, 2012; Libbrecht, Beuckelaer, Lievens, & Rockstuhl, 2014; Luebbbers, Downey, & Stough, 2007; Whitman, Van Rooy, Viswesvaran, & Kraus, 2009). WLEIS was found to have good convergent and discriminant validity (Law et al., 2004).

The items in the WLEIS scale are as follows (<https://emotivity.my/>, Libbrecht et al, 2010):

Factor :Appraisal and expression of emotion in one's self

1. I have a good sense of why I feel certain feelings most of the time.
2. I have a good understanding of my own emotions.
3. I really understand what I feel.
4. I always know whether I am happy or not.

Factor: Appraisal and recognition of emotion in others

5. I always know my friends' emotions from their behavior.
6. I am a good observer of others' emotions.
7. I am sensitive to the feelings and emotions of others.
8. I have a good understanding of the emotions of people around me.

Factor: Regulation of emotion in one's self

9. I always set goals for myself and then try my best to achieve them.
10. I always tell myself I am a competent person.
11. I am a self-motivating person.
12. I would always encourage myself to try my best.

Factor: Use of emotion to facilitate performance

13. I am able to control my temper so that I can handle difficulties rationally.
14. I am quite capable of controlling my own emotions.
15. I can always calm down quickly when I am very angry.
16. I have good control of my emotions.

Along with the above, items were included, in the questionnaire, to obtain data about the respondents' gender, location of their hometown, whether they had exposure to co-education schooling, and whether they had siblings. This was done, keeping in view that, the above-mentioned social, and, family circumstances might have an impact on the self-perception of the respondents about their overall EI and emotion management.

An effort was also made to find out whether the respondents felt that they have been appreciated for emotion management. Doing that, data was also collected to investigate the average perception level of the respondents on whether their effort to manage emotion was appreciated by the family, friends, and, faculty members.

Finally, data was collected on the average perception level of the respondents whether overall emotional intelligence helped them in managing their lives more efficiently.

Multiple choice response pattern was used for the purpose of the questionnaire. The details of the data dictionary is as follows:

Respondents' choices	numerical values assigned
Strongly disagree	1
Disagree2	
Slightly Disagree	3
Neither Agree nor Disagree	4
Slightly Agree	5
Agree	6
Strongly Agree	7

The questionnaire has been sent as a google form to a large number of students, associated with private B-Schools in various parts of the country, where 2 years PGDM course is offered. Also, hard copy of the same questionnaire has been circulated among the similar population of students. The data was collected from December 2019 to February 2020. Total 202 responses were received. Further, personal interviews were conducted with 67 students, to get further insights related to the present study.

Following hypotheses were proposed for investigation of the present study.

Hypothesis 1

Hypothesis 1₀ : There is no relationship between respondents' gender and the average perception level assigned by the respondents for their emotional intelligence.

Hypothesis 1_a : There is a significant relationship between respondents' gender and the average perception level assigned by the respondents for their emotional intelligence.

Hypothesis 2

Hypothesis 2₀ : There is no relationship between the zone of the country, where the respondents' hometown is located, and the average perception level assigned by the respondents for their emotional intelligence.

Hypothesis 2_a : There is a significant relationship between the zone of the country, where the respondents' hometown is located, and the average perception level assigned by the respondents for their emotional intelligence.

Hypothesis 3

Hypothesis 3₀ : There is no relationship of the average perception level assigned by the respondents for their emotional intelligence and their exposure of attending co-education schooling system.

Hypothesis 3_a : There is a significant relationship of the average perception level assigned by the respondents for their emotional intelligence and their exposure of attending co-education schooling system.

Hypothesis 4

Hypothesis 4₀ : There is no relationship of the average perception level assigned by the respondents for their emotional intelligence and their family status of having sibling(s).

Hypothesis 4_a : There is a significant relationship of the average perception level assigned by the respondents for their emotional intelligence and their family status of having sibling(s).

Hypothesis 5

Hypothesis 5₀ : There is no significant difference among the average perception level assigned by the respondents towards their ability to appraise and express emotion in self.

Hypothesis 5_a : There is a significant difference among the average perception level assigned by the respondents towards their ability to appraise and express emotion in self.

Hypothesis 6

Hypothesis 6₀ : There is no significant difference among the average perception level assigned by the respondents towards their ability to appraise and recognize emotion in others.

Hypothesis 6_a : There is a significant difference among the average perception level assigned by the

respondents towards their ability appraise and recognize emotion in others.

Hypothesis 7

Hypothesis 7₀ : There is no significant difference among the average perception level assigned by the respondents towards their ability to regulate emotion in self.

Hypothesis 7_a : There is a significant difference among the average perception level assigned by the respondents towards their ability to regulate emotion in self.

Hypothesis 8

Hypothesis 8₀ : There is no significant difference among the average perception level assigned by the respondents towards their ability to use of emotion to facilitate performance.

Hypothesis 8_a : There is a significant difference among the average perception level assigned by the respondents towards their ability to use of emotion to facilitate performance.

Hypothesis 9

Hypothesis 9₀ : There is no significant difference among the average perception level assigned by the respondents towards their overall emotional intelligence.

Hypothesis 9_a : There is a significant difference among the average perception level assigned by the respondents towards their overall emotional intelligence.

Hypothesis 10

Hypothesis 10₀ : There is no significant difference among the average perception level assigned by male and female respondents towards their overall emotional intelligence.

Hypothesis 10_a : There is a significant difference among the average perception level assigned by male and female respondents towards their overall emotional intelligence.

Hypothesis 11

Hypothesis 11₀ : There is no significant difference among the average perception level assigned by respondents based on the location of their hometowns, located at different zones of the country, towards their overall emotional intelligence.

Hypothesis 11_a : There is a significant difference among the average perception level assigned by respondents based on the location of their hometowns, located at different zones of the country, towards their overall emotional intelligence.

Hypothesis 12

Hypothesis 12₀ : There is no significant difference among the average perception level assigned by respondents, based on whether they attended co-education schooling, towards their overall emotional intelligence.

Hypothesis 12_a : There is a significant difference among the average perception level assigned by respondents, based on whether they attended co-education schooling, towards their overall emotional intelligence.

Hypothesis 13

Hypothesis 13₀ : There is no significant difference among respondents' average perception towards their overall emotional intelligence, based on whether they have sibling(s).

Hypothesis 13_a : There is a significant difference among respondents' average perception towards their overall emotional intelligence, based on whether they have sibling(s).

Hypothesis 14

Hypothesis 14₀ : There is no significant difference among the average perception level assigned by the respondents on whether management of emotion helps them to concentrate in study.

Hypothesis 14_a : There is a significant difference among the average perception level assigned by the respondents, on whether management of emotion

helps them to concentrate in study, based on at least one of the factors, such as, gender, exposure in attending co-education schooling, and whether they have sibling(s),and, location of their hometowns.

Hypothesis 15

Hypothesis 15₀ : There is no significant difference among the average perception level assigned by the respondents on whether understanding and appreciating others' emotions helps in maintaining healthy interpersonal relationship.

Hypothesis 15_a : There is a significant difference among the average perception level assigned by the respondents on whether understanding and appreciating others' emotions helps in maintaining healthy interpersonal relationship, based on at least one of the factors, such as, gender, exposure in attending co-education schooling, and whether they have sibling(s),and, location of their hometowns.

Hypothesis 16

Hypothesis 16₀ : There is no significant difference among the average perception level assigned by the respondents on whether their friends appreciate their efforts to manage emotions.

Hypothesis 16_a : There is a significant difference among the average perception level assigned by the respondents on whether their friends appreciate their efforts to manage emotions, based on at least one of the factors, such as, gender, exposure in attending co-education schooling, and whether they have sibling(s),and, location of their hometowns.

Hypothesis 17

Hypothesis 17₀ : There is no significant difference among the average perception level assigned by the respondents on whether their family appreciate their efforts to manage emotions.

Hypothesis 17_a : There is a significant difference

among the average perception level assigned by the respondents on whether their family appreciate their efforts to manage emotions, based on at least one of the factors, such as, gender, exposure in attending co-education schooling, and whether they have sibling(s),and, location of their hometowns.

Hypothesis 18

Hypothesis 18₀ : There is no significant difference among the average perception level assigned by the respondents on whether their faculty members appreciate their efforts to manage emotions.

Hypothesis 18_a : There is a significant difference among the average perception level assigned by the respondents on whether their faculty members appreciate their efforts to manage emotions, based on at least one of the factors, such as, gender, exposure in attending co-education schooling, and whether they have sibling(s),and, location of their hometowns.

Hypothesis 19

Hypothesis 19₀ : There is no significant difference among the average perception level assigned by the respondents on whether overall emotional intelligence helps them in managing my life more efficiently.

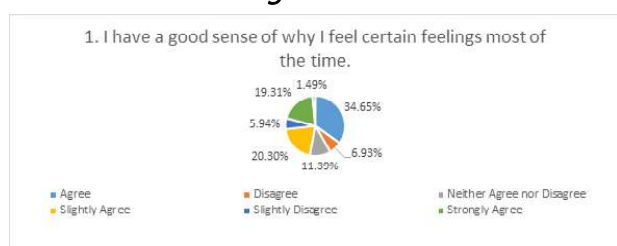
Hypothesis 19_a : There is a significant difference among the average perception level assigned by the respondents on whether overall emotional intelligence helps them in managing my life more efficiently, based on at least one of the factors, such as, gender, exposure in attending co-education schooling, and whether they have sibling(s),and, location of their hometowns.

Section IV. Data analysis

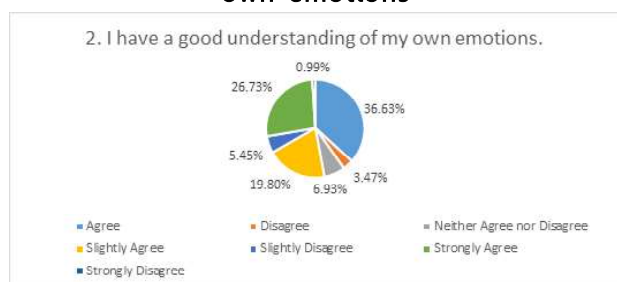
The 202 responses have been analyzed. Table 1 to 26 and Figure 1 to 26 summarized the collected data.

Table 1: I have a good sense of why I feel certain feelings most of the time

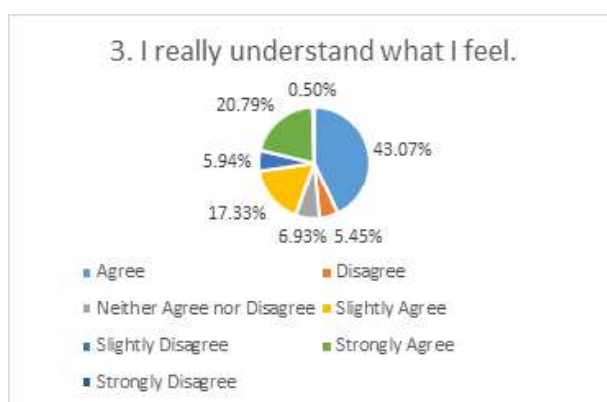
Responses	I have a good Sense of why I feel certain feelings most of the time.
Agree	70
Disagree	14
Neither Agree nor Disagree	23
Slightly Agree	41
Slightly Disagree	12
Strongly Agree	39
Strongly disagree	3
Grand Total	202

Figure 1: I have a good sense of why I feel certain feelings most of the time**Table 2: I have a good understanding of my own emotions**

Responses	2. I have a good understanding of my own emotions.
Agree	74
Disagree	7
Neither Agree nor Disagree	14
Slightly Agree	40
Slightly Disagree	11
Strongly Agree	54
Strongly Disagree	2
Grand Total	202

Figure 2: I have a good understanding of my own emotions**Table 3: I really understand what I feel**

Responses	3. I really understand what I feel.
Agree	87
Disagree	11
Neither Agree nor Disagree	14
Slightly Agree	35
Slightly Disagree	12
Strongly Agree	42
Strongly Disagree	1
Grand Total	202

Figure 3: I really understand what I feel**Table 4: I always know whether I am happy or not**

Responses	4. I always know whether I am happy or not.
Agree	80
Disagree	8
Neither Agree nor Disagree	21
Slightly Agree	32
Slightly Disagree	5
Strongly Agree	53
Strongly Disagree	3
Grand Total	202

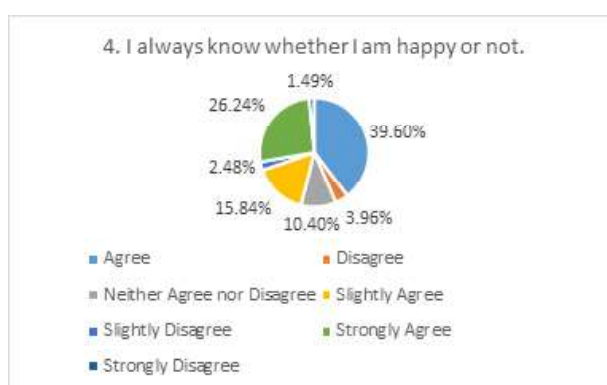
Figure 4: I always know whether I am happy or not

Table 5: I always know my friends' emotions from their behavior

Responses	5. I always know my friends' emotions from their behavior
Agree	64
Disagree	11
Neither Agree nor Disagree	19
Slightly Agree	57
Slightly Disagree	18
Strongly Agree	32
Strongly Disagree	1
Grand Total	202

Figure 5: I always know my friends' emotions from their behavior

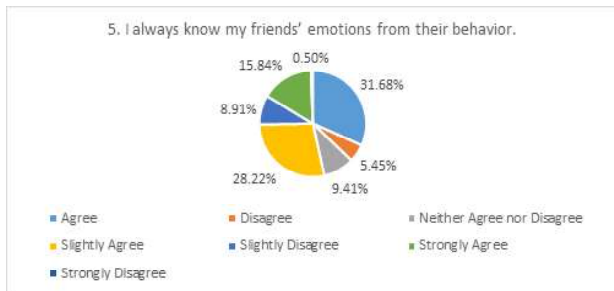


Table 6: I am a good observer of others' emotions

Responses	6. I am a good observer of others' emotions.
Agree	75
Disagree	12
Neither Agree nor Disagree	14
Slightly Agree	37
Slightly Disagree	13
Strongly Agree	50
Strongly Disagree	1
Grand Total	202

Figure 6: I am a good observer of others' emotions

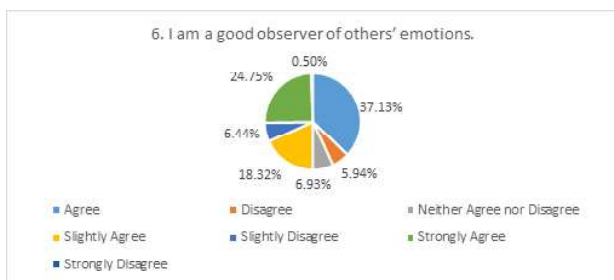


Table 7: I am sensitive to the feelings and emotions of others

Responses	7. I am sensitive to the feelings and emotions of others.
Agree	71
Disagree	1
Neither Agree nor Disagree	17
Slightly Agree	33
Slightly Disagree	17
Strongly Agree	62
Strongly Disagree	1
Grand Total	202

Figure 7: I am sensitive to the feelings and emotions of others

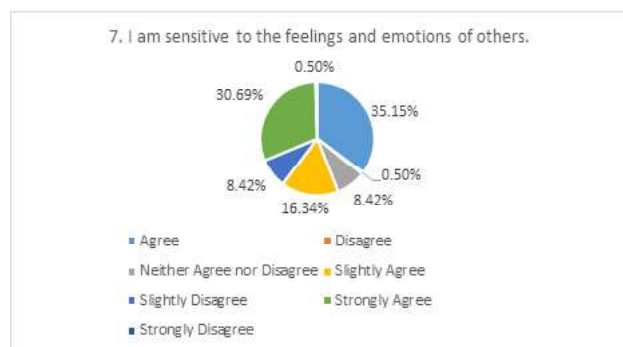


Table 8: I have a good understanding of the emotions of people around me

Responses	8. I have a good understanding of the emotions of people around me.
Agree	80
Disagree	9
Neither Agree nor Disagree	16
Slightly Agree	53
Slightly Disagree	12
Strongly Agree	28
Strongly Disagree	4
Grand Total	202

Figure 8: I have a good understanding of the emotions of people around me

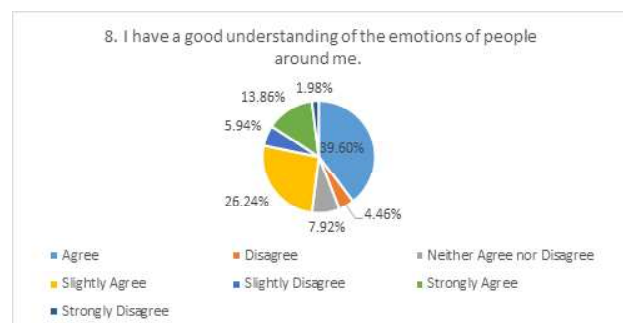
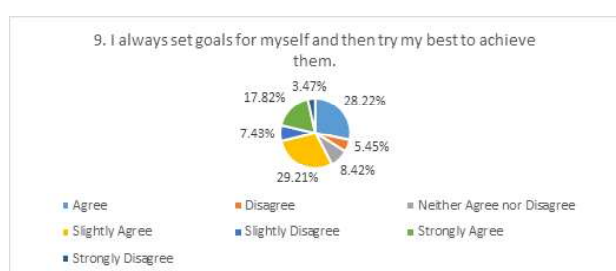
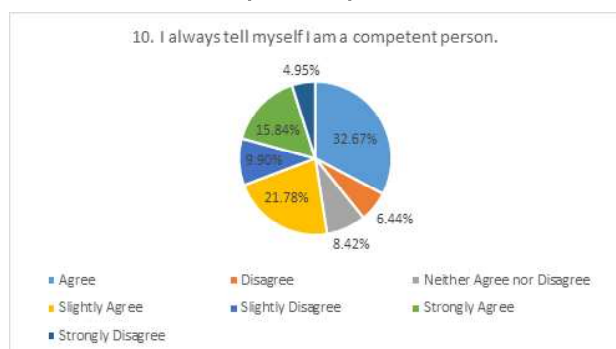


Table 9: I always set goals for myself and then try my best to achieve them

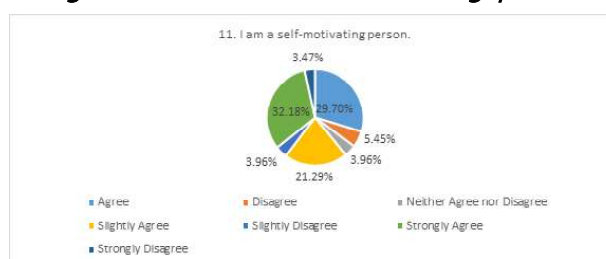
Responses	9. I always set goals for myself and then try my best to achieve them.
Agree	57
Disagree	11
Neither Agree nor Disagree	17
Slightly Agree	59
Slightly Disagree	15
Strongly Agree	36
Strongly Disagree	7
Grand Total	202

Figure 9: I always set goals for myself and then try my best to achieve them**Table 10: I always tell myself I am a competent person**

Responses	10. I always tell myself I am a competent person.
Agree	66
Disagree	13
Neither Agree nor Disagree	17
Slightly Agree	44
Slightly Disagree	20
Strongly Agree	32
Strongly Disagree	10
Grand Total	202

Figure 10: I always tell myself I am a competent person**Table 11: I am a self-motivating person**

Responses	11. I am a self-motivating person.
Agree	60
Disagree	11
Neither Agree nor Disagree	8
Slightly Agree	43
Slightly Disagree	8
Strongly Agree	65
Strongly Disagree	7
Grand Total	202

Figure 11: I am a self-motivating person**Table 12: I would always encourage myself to try my best**

Responses	12. I would always encourage myself to try my best.
Agree	70
Disagree	3
Neither Agree nor Disagree	18
Slightly Agree	27
Slightly Disagree	7
Strongly Agree	73
Strongly Disagree	4
Grand Total	202

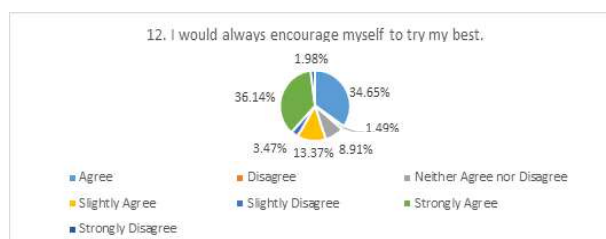
Figure 12: I would always encourage myself to try my best

Table 13: I am able to control my temper so that I can handle difficulties rationally

Responses	13. I am able to control my temper so that I can handle difficulties rationally.
Agree	64
Disagree	16
Neither Agree nor Disagree	14
Slightly Agree	38
Slightly Disagree	21
Strongly Agree	37
Strongly Disagree	12
Grand Total	202

Figure 13: I am able to control my temper so that I can handle difficulties rationally

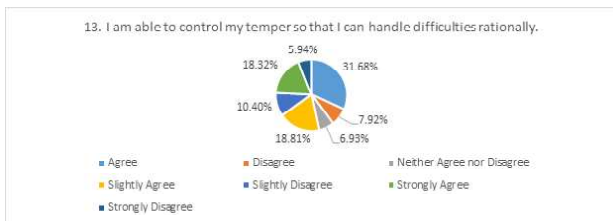


Table 14: I am quite capable of controlling my own emotions

Responses	14. I am quite capable of controlling my own emotions.
Agree	70
Disagree	14
Neither Agree nor Disagree	14
Slightly Agree	44
Slightly Disagree	14
Strongly Agree	34
Strongly Disagree	12
Grand Total	202

Figure 14: I am quite capable of controlling my own emotions

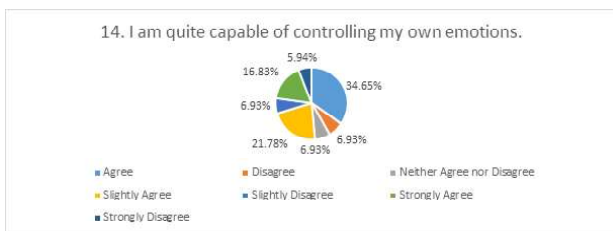


Table 15: I can always calm down quickly when I am very angry

Responses	15. I can always calm down quickly when I am very angry.
Agree	50
Disagree	26
Neither Agree nor Disagree	13
Slightly Agree	44
Slightly Disagree	14
Strongly agree	41
Strongly Disagree	14
Grand Total	202

Figure 15: I can always calm down quickly when I am very angry

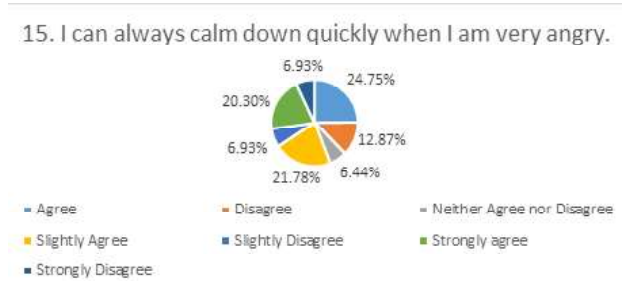


Table 16: I have good control of my emotions

Responses	16. I have good control of my emotions.
Agree	58
Disagree	10
Neither Agree nor Disagree	25
Slightly Agree	55
Slightly Disagree	12
Strongly Agree	33
Strongly Disagree	9
Grand Total	202

Figure 16: I have good control of my emotions

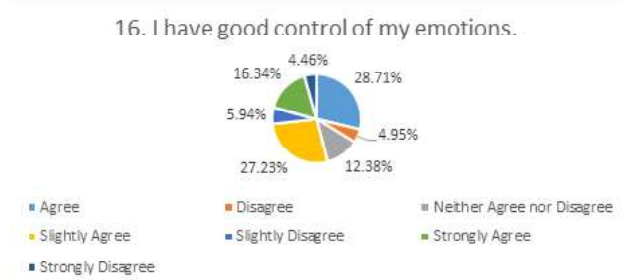


Table 17: My hometown is located in

Responses	17. My hometown is located in
Central India	18
East India	19
North India	36
South India	113
West India	16
Grand Total	202

Figure 17: My hometown is located in



Table 18: My gender

Responses	18. I am
Female	105
Male	97
Grand Total	202

Figure 18: My gender

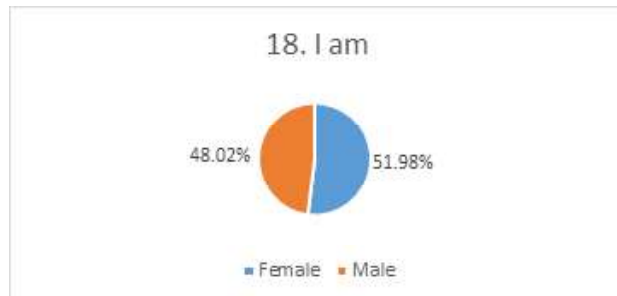


Table 19: I studied in Co-Education School

Responses	19. I studied in Co-Education School
Both	15
No	25
Yes	162
Grand Total	202

Figure 19: I studied in Co-Education School

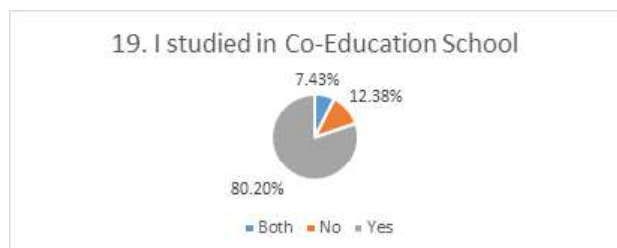


Table 20: I am the only child of my parents

Responses	20. I am the only child of my parents
No	162
Yes	40
Grand Total	202

Figure 20: I am the only child of my parents

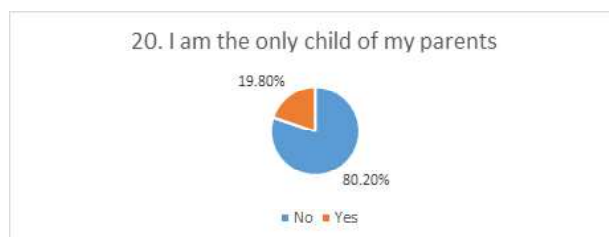


Table 21: Management of emotion helps me to concentrate in study

Responses	21. Management of Emotion helps me to concentrate in study.
Agree	79
Disagree	4
Neither Agree nor Disagree	27
Slightly Agree	29
Slightly Disagree	9
Strongly Agree	49
Strongly Disagree	5
Grand Total	202

Figure 21: Management of emotion helps me to concentrate in study

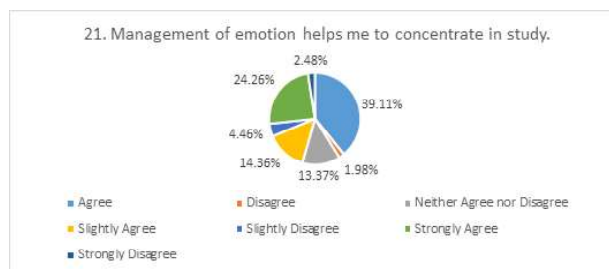


Table 22: Understanding and appreciating others' emotions help me in maintaining healthy interpersonal relationship

Responses	22. Understanding and appreciating others' emotions help me in maintaining healthy interpersonal relationship
Agree	73
Disagree	12
Neither Agree nor Disagree	17
Slightly Agree	26
Slightly Disagree	6
Strongly Agree	64
Strongly Disagree	4
Grand Total	202

Figure 22: Understanding and appreciating others' emotions help me in maintaining healthy interpersonal relationship

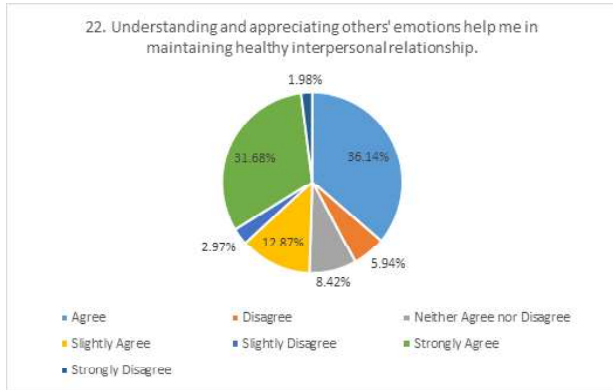


Table 23: My friends appreciate my efforts to manage emotions

Responses	23. My friends appreciate my efforts to manage emotions.
Agree	70
Disagree	17
Neither Agree nor Disagree	34
Slightly Agree	46
Slightly Disagree	8
Strongly Agree	15
Strongly Disagree	12
Grand Total	202

Figure 23: My friends appreciate my efforts to manage emotions

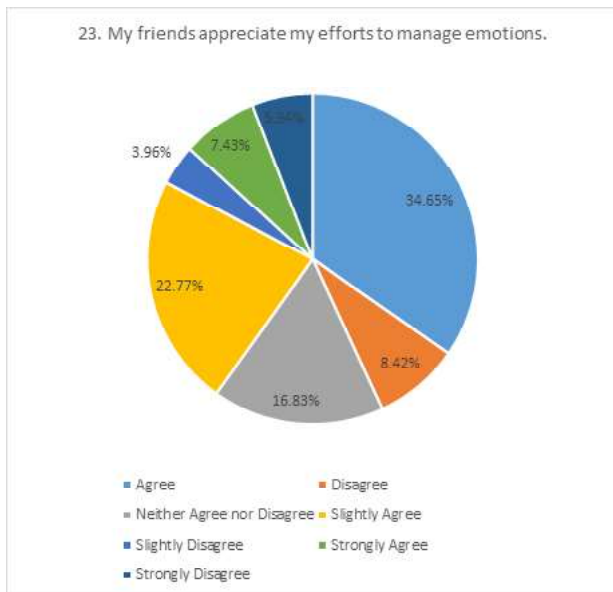


Table 24: My family appreciates my effort to manage emotions

Responses	24. My family appreciates my effort to manage emotions
Agree	58
Disagree	12
Neither Agree nor Disagree	22
Slightly Agree	49
Slightly Disagree	8
Strongly Agree	39
Strongly Disagree	14
Grand Total	202

Figure 24: My family appreciates my effort to manage emotions

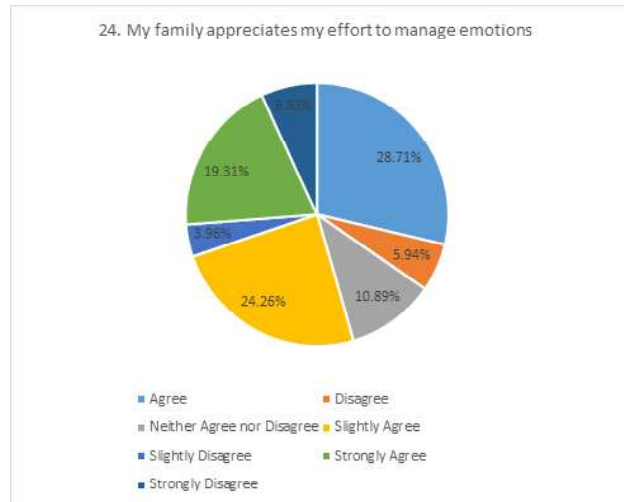


Table 25: My faculty members appreciate my efforts to manage emotions

Responses	25. My faculty members appreciate my efforts to manage emotions.
Agree	47
Disagree	16
Neither Agree nor Disagree	55
Slightly Agree	52
Slightly Disagree	11
Strongly Agree	16
Strongly Disagree	5
Grand Total	202

Figure 25: My faculty members appreciate my efforts to manage emotions

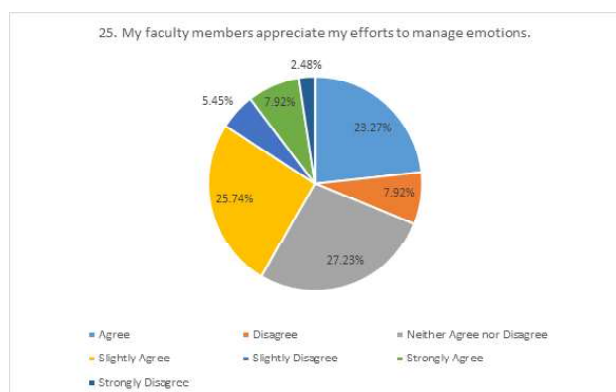
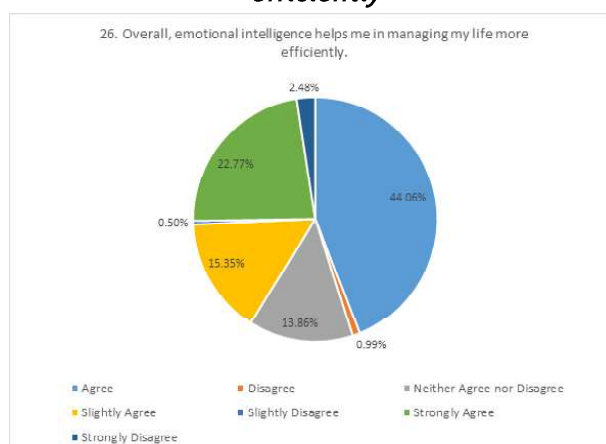


Table 26: Overall, emotional intelligence helps me in managing my life more efficiently

Responses	26. Overall, emotional Intelligence helps me in managing my life more efficiently.
Agree	89
Disagree	2
Neither Agree nor Disagree	28
Slightly Agree	31
Slightly Disagree	1
Strongly Agree	46
Strongly Disagree	5
Grand Total	202

Figure 26: Overall, emotional intelligence helps me in managing my life more efficiently



Chi-square test was conducted to investigate whether respondents' overall emotional intelligence, based on the scores assigned by the respondents for themselves, was independent of four variables, such as gender, zone of the country, where the respondents' hometown is, exposure to co-education schooling and, family situation of having sibling(s). The table 27 indicated that, for each case, there was a significant relationship i.e., emotional intelligence had a significant relationship with gender, zone of the country where the hometown of the respondents is located, exposure to co-education schooling and, respondents' family situation of having or not having siblings. **Therefore, null hypotheses 1₀, 2₀, 3₀ and 4₀, were rejected.**

Table 27: Chi-square test

	<i>p value</i>	<i>significance</i>
Emotional intelligence and place of hometown.	0.000563	yes
Emotional intelligence and gender.	0.008222	yes
Emotional intelligence and exposure to co-education schooling.	0.000875	yes
Emotional intelligence and having/ not having siblings.	0.000	yes

For the purpose of investigating the respondents' perception about their emotional intelligence,

summary of descriptive statistics was forwarded in the table 28.

Table 28: Descriptive Statistics

	Mean	Standard Deviation	Sample Variance	Kurtosis	Skewness
1. I have a good sense of why I feel certain feelings most of the time.	5.2326733	1.5129036	2.2888774	0.1325301	-0.9151653
2. I have a good understanding of my own emotions.	5.5792079	1.3663196	1.8668292	1.1155591	-1.1904073
3. I really understand what I feel.	5.4752475	1.3864595	1.9222698	0.7802722	-1.1699964
4. I always know whether I am happy or not.	5.5891089	1.3802012	1.9049554	1.5211585	-1.3053279
Appraisal and expression of emotion in one's self (avg. of item 1 to 4)	5.4690594	1.0872832	1.1821847	2.1543239	-1.3435124
5. I always know my friends' emotions from their behavior.	5.1782178	1.3957721	1.9481799	-0.0056747	-0.76597
6. I am a good observer of others' emotions.	5.470297	1.446082	2.0911531	0.4369839	-1.0718485
7. I am sensitive to the feelings and emotions of others.	5.6782178	1.2930818	1.6720605	0.3804833	-0.985011
8. I have a good understanding of the emotions of people around me.	5.2623762	1.3877468	1.9258411	1.0648918	-1.1569399
Appraisal and recognition of emotion in others (avg. of item 5 to 8).	5.3972772	1.0948341	1.1986617	0.9636092	-1.0587757
9. I always set goals for myself and then try my best to achieve them.	5.1039604	1.5562693	2.4219743	0.2996901	-0.9185981
10. I always tell myself I am a competent person.	4.970297	1.6807689	2.824984	-0.1996075	-0.8417539
11. I am a self-motivating person.	5.519802	1.6028904	2.5692577	1.0649897	-1.306392
12. I would always encourage myself to try my best.	5.7871287	1.3637936	1.859933	2.1293748	-1.4625708
Regulation of emotion in one's self (avg. of item 9 to 12).	5.345297	1.2473415	1.5558609	1.0454086	-1.0660384
13. I am able to control my temper so that I can handle difficulties rationally.	4.9306931	1.7913969	3.209103	-0.502219	-0.7760212
14. I am quite capable of controlling my own emotions.	5.029703	1.7188186	2.9543372	-0.0080809	-0.9726429
15. I can always calm down quickly when I am very angry.	4.7871287	1.9081477	3.6410275	-0.8460341	-0.6333399
16. I have good control of my emotions.	5.0445545	1.5718275	2.4706418	0.3454876	-0.920495
Use of emotion to facilitate performance (avg. of item 13 o 16).	4.9480198	1.5063369	2.2690508	-0.1070116	-0.8192458
total Emotional Intelligence (avg. of item 1 to 16).	5.2899134	0.9764466	0.953448	1.195566	-1.1145113

From the table 28, it is seen that, respondents assigned themselves comparatively higher average score for each of the variables of the emotional intelligence, the lowest average score for variable no 15 and highest average score for variable no 12, on a scale of 1 to 7. Taking this as the basis, it was proposed to investigate

whether there was a significant difference among the average perception level of the respondents. First, it was checked whether the normality assumptions were satisfied by the data, or not. To test the normality of the sample, Shapiro-Wilk Test was conducted (table 29). It is seen that, normality assumption was not satisfied by the data.

Table 29: Shapiro-Wilk Test

	W-stat	p-value	alpha	normal
1. I have a good sense of why I feel certain feelings most of the time.	0.8755	8E-12	0.05	no
2. I have a good understanding of my own emotions.	0.8433	2E-13	0.05	no
3. I really understand what I feel.	0.8328	6E-14	0.05	no
4. I always know whether I am happy or not.	0.8293	4E-14	0.05	no
5. I always know my friends' emotions from their behavior.	0.8945	1E-10	0.05	no
6. I am a good observer of others' emotions.	0.8448	2E-13	0.05	no
7. I am sensitive to the feelings and emotions of others.	0.8484	3E-13	0.05	no
8. I have a good understanding of the emotions of people around me.	0.8539	6E-13	0.05	no
9. I always set goals for myself and then try my best to achieve them.	0.8822	2E-11	0.05	no
10. I always tell myself I am a competent person.	0.8789	1E-11	0.05	no
11. I am a self-motivating person.	0.8097	6E-15	0.05	no
12. I would always encourage myself to try my best.	0.8013	3E-15	0.05	no
13. I am able to control my temper so that I can handle difficulties rationally.	0.8729	6E-12	0.05	no
14. I am quite capable of controlling my own emotions.	0.855	6E-13	0.05	no
15. I can always calm down quickly when I am very angry.	0.8759	8E-12	0.05	no
16. I have good control of my emotions.	0.8859	3E-11	0.05	no

Since the normality assumption was not satisfied by the data, hypotheses 5 to 9 have been investigated using Kruskal-Wallis Test, followed by post-hoc test, whenever applicable. Analysis revealed that there was significant difference among respondents' average perception towards their ability to appraise and express emotion in self, ability to appraise and

recognize emotion in others, and, ability to regulate emotion in self, their ability to regulate emotion in self, and, overall emotional intelligence (Table 30). **Therefore, null hypotheses 5₀, 6₀, 7₀ and 9₀ were rejected. However, null hypothesis 8₀ was retained, as the p value is > .05.**

Table 30: Kruskal-Wallis Test

Item no.	factors	p value	significance
1 to 4	Ability to appraise and express emotion in self.	0.039012	yes
5 to 8	Ability to appraise and recognize emotion in others.	0.000115	yes
9 to 12	Ability to regulate emotion in self.	3.75E-09	yes
13 to 16	Ability to use of emotion to facilitate performance.	0.761401	no
1 to 16	Perception about overall emotional intelligence.	5.59E-17	yes

Further, based on the p value (<.05) obtained from the pair-wise post-hoc analysis, it was revealed that there was significance difference in perception of

respondents on specific variables of overall emotional intelligence, and for specific factors of emotional intelligence (Table 31).

Table 31: Post-hoc analysis

			p value	significance
Post-hoc	Overall emotional intelligence			
	group 1	group 2		
	1. I have a good sense of why I feel certain feelings most of the time.	12. I would always encourage myself to try my best.	0.025198682	yes
	2. I have a good understanding of my own emotions.	10. I always tell myself I am a competent person.	0.006715414	yes
	2. I have a good understanding of my own emotions.	13. I am able to control my temper so that I can handle difficulties rationally.	0.0023204	yes
	2. I have a good understanding of my own emotions.	14. I am quite capable of controlling my own emotions.	0.02817859	yes
	2. I have a good understanding of my own emotions.	15. I can always calm down quickly when I am very angry.	2.60497E-05	yes
	2. I have a good understanding of my own emotions.	16. I have good control of my emotions.	0.039056752	yes
	3. I really understand what I feel.	13. I am able to control my temper so that I can handle difficulties rationally.	0.031464712	yes
	3. I really understand what I feel.	15. I can always calm down quickly when I am very angry.	0.000740683	yes
	4. I always know whether I am happy or not.	10. I always tell myself I am a competent person.	0.005188392	yes
	4. I always know whether I am happy or not.	13. I am able to control my temper so that I can handle difficulties rationally.	0.001756841	yes
	4. I always know whether I am happy or not.	14. I am quite capable of controlling my own emotions.	0.022501201	yes
	4. I always know whether I am happy or not.	15. I can always calm down quickly when I am very angry.	1.8468E-05	yes
	4. I always know whether I am happy or not.	16. I have good control of my emotions.	0.031464712	yes
	5. I always know my friends' emotions from their behaviour	12. I would always encourage myself to try my best.	0.006715414	yes
	6. I am a good observer of others' emotions.	13. I am able to control my temper so that I can handle difficulties rationally.	0.035082045	yes
	6. I am a good observer of others' emotions.	15. I can always calm down quickly when I am very angry.	0.000857913	yes
	7. I am sensitive to the feelings and emotions of others.	9. I always set goals for myself and then try my best to achieve them.	0.015884213	yes
	7. I am sensitive to the feelings and emotions of others.	10. I always tell myself I am a competent person.	0.000406742	yes
	7. I am sensitive to the feelings and emotions of others.	13. I am able to control my temper so that I can handle difficulties rationally.	0.000116121	yes
	7. I am sensitive to the feelings and emotions of others.	14. I am quite capable of controlling my own emotions.	0.0023204	yes
	7. I am sensitive to the feelings and emotions of others.	15. I can always calm down quickly when I am very angry.	6.92625E-07	yes
	7. I am sensitive to the feelings and emotions of others.	16. I have good control of my emotions.	0.003489547	yes
	8. I have a good understanding of the emotions of people around me.	12. I would always encourage myself to try my best.	0.048188335	yes
	9. I always set goals for myself and then try my best to achieve them.	12. I would always encourage myself to try my best.	0.000857913	yes
	10. I always tell myself I am a competent person.	11. I am a self-motivating person.	0.02817859	yes
	10. I always tell myself I am a competent person.	12. I would always encourage myself to try my best.	1.09372E-05	yes
	11. I am a self-motivating person.	13. I am able to control my temper so that I can handle difficulties rationally.	0.011072896	yes
	11. I am a self-motivating person.	15. I can always calm down quickly when I am very angry.	0.00018738	yes
	12. I would always encourage myself to try my best.	13. I am able to control my temper so that I can handle difficulties rationally.	2.58376E-06	yes
	12. I would always encourage myself to try my best.	14. I am quite capable of controlling my own emotions.	8.39404E-05	yes
	12. I would always encourage myself to try my best.	15. I can always calm down quickly when I am very angry.	8.02419E-09	yes
	12. I would always encourage myself to try my best.	16. I have good control of my emotions.	0.000136353	yes
Post-hoc	Ability to appraise and express emotion in self			
	Group 1	Group 2		
	1. I have a good sense of why I feel certain feelings most of the time.	4. I always know whether I am happy or not.	0.055334214	yes
Post-hoc	Ability to appraise and recognize emotion in others			
	Group 1	Group 2		
	5. I always know my friends' emotions from their behaviour	7. I am sensitive to the feelings and emotions of others.	0.00166982	yes
	7. I am sensitive to the feelings and emotions of others.	8. I have a good understanding of the emotions of people around me.	0.013671648	yes
Post-hoc	Ability to regulate emotion in self			
	Group 1	Group 2		
	9. I always set goals for myself and then try my best to achieve them.	11. I am a self-motivating person.	0.036898232	yes
	9. I always set goals for myself and then try my best to achieve them.	12. I would always encourage myself to try my best.	6.78868E-05	yes
	10. I always tell myself I am a competent person.	11. I am a self-motivating person.	0.002294625	yes
	10. I always tell myself I am a competent person.	12. I would always encourage myself to try my best.	1.00449E-06	yes

An attempt was also made to investigate whether the respondents' average perception level about their overall emotional intelligence differed significantly, based on their gender, location of their hometown, exposure towards co-education schooling and status of having or not having siblings.

Mann-Whitney Test for Two Independent Samples was used to test to find out whether there was any significant difference in the male and female respondents' average perception level about their overall EI. Data revealed that, there was a significant difference among the perception of male and female respondents about their overall emotional intelligence (table 32). Therefore, **null Hypothesis 10₀ was rejected**.

Table 32: Mann-Whitney Test

	Gender	Emotional Intelligence
count	202	202
median	2	5.5
rank sum	20608	61202
U	40699	105
	one tail	two tail
U	105	
mean	20402	
std dev	1173.514	
z-score	17.29549	Yates
effect r	0.860483	
p-norm	0	0
p-exact	1.8E-111	3.7E-111
p-simul	0	0

Kruskal-Wallis Test found that, perception of the respondents having hometowns at different zone of the country, and, respondents with or without siblings differed significantly on their average perception level towards their overall emotional intelligence.

Therefore, null hypotheses 11₀ and 13₀ were rejected. However, there was no significant difference in the perception level of the respondents, with or without having exposure to the co-education schooling, and, therefore, **null hypothesis 12₀ was retained** (Table 33).

Effort was made to investigate whether respondents with different gender, with hometown from different zones of the country, with or without exposure towards co-education schooling and with or without sibling(s), assigned significantly different perception level on whether management of emotion helps in concentrating in study, and, understanding and appreciating others' emotions help them in maintaining healthy interpersonal relationship (table 34). Significant difference was found among the average perception level of respondents, from different zones of the country and with or without siblings, for both the items expressing whether management of emotion helps in concentrating in study and understanding and appreciating others' emotions helps in maintaining healthy interpersonal relationship. However, in either case, no significant difference was found between the average perception level assigned by the male and female employees. Therefore, **null hypotheses 14₀ and 15₀ were rejected**.

Significant difference was also found among the average perception level of respondents, with or without siblings, and, with or without exposure to co-education schooling, assigned on whether their friends, family and faculty members appreciate their efforts to manage emotions (table 34) However, no

Table 33: Kruskal-Wallis Test & Post-hoc

			<i>p value</i>	<i>Significance</i>
	Location		0.013584	Yes
Post-hoc	Group1	Group 2		
	Central India	East India	0.027811	Yes
	East India	North India	0.002106	Yes
	East India	South India	0.000859	Yes
	North India	West India	0.033607	Yes
	South India	West India	0.026384	Yes
	exposure to co-education schooling		0.159004	No
	having siblings		0.035317	Yes

significant difference was found between the male and female respondents, in any of the above issues. Therefore, **null hypotheses 16_o, 17_o and 18_o were rejected**. Pair-wise comparison for relevant issue was also conducted.

Finally, significant difference was found between the

average perception level of the respondents, from difference zones of the country, on whether emotional intelligence helps respondents in managing their lives more efficiently (table 34). Therefore, **null hypothesis 19_o was rejected**.

Table 34: Kruskal-Wallis Test & Post-hoc

Perception on whether management of emotion helps in concentrating in study.				
			p value	Significance
Location			0.00098	Yes
Post-hoc	Group1	Group 2		
	North India	West India	0.00157	Yes
	South India	West India	3E-05	Yes
exposure to co-education schooling			0.42694	No
having siblings			0.15339	Yes
gender			0.72141	No
Perception on whether understanding and appreciating others' emotions helps in maintaining healthy interpersonal relationship.				
			p value	Significance
Location			6.6E-05	Yes
Post-hoc	Group1	Group 2		
	Central India	West India	0.00875	Yes
	East India	South India	0.0067	Yes
	North India	West India	0.00013	Yes
	South India	West India	1.4E-06	Yes
exposure to co-education schooling			2.3E-05	Yes
Post-hoc	Group1	Group 2		
	Both	No	5.3E-05	Yes
	No	Yes	0.00029	Yes
having siblings			0.00661	Yes
gender			0.51815	No
Perception on whether the friends appreciate respondents' efforts to manage emotions.				
			p value	Significance
Location			0.12453	No
exposure to co-education schooling			0.0085	yes
Post-hoc	Group1	Group 2		
	Both	No	0.04611	yes
	No	Yes	0.00314	yes
having siblings			0.02076	yes
gender			0.35093	No
Perception on whether the family appreciates respondents' efforts to manage emotions.				
			p value	Significance
Location			0.01267	yes
Post-hoc	Group1	Group 2		
	North India	West India	0.00926	yes
	South India	West India	0.00706	yes
exposure to co-education schooling			4.9E-05	yes
Post-hoc	Group1	Group 2		
	Both	No	0.00429	yes
	No	Yes	2.5E-05	yes
having siblings			0.00106	yes
gender			0.07046	no

Perception on whether faculty members appreciate respondents' efforts to manage emotions.				
			p value	Significance
Location			0.04769	yes
exposure to co-education schooling			0.00836	yes
Post-hoc	Group1	Group 2		
	No	Yes	0.01419	yes
having siblings			0.03864	yes
gender			0.70424	no
Perception on whether emotional intelligence helps respondents in managing their lives more efficiently.				
			p value	Significance
Location			0.00246	yes
Post-hoc	Group1	Group 2		
	North India	West India	0.00075	yes
	South India	West India	4.6E-06	yes
exposure to co-education schooling			0.1075	no
having siblings			0.98346	no
gender			0.50254	no

Section V: Discussion

As can be seen from the earlier section, emotional intelligence, as perceived by the respondents, had a significant relationship with gender, zone of the country where the hometown of the respondents is located, exposure to co-education schooling and, respondents' family situation of having or not having siblings (Table 27). This is a finding which supports the established concept that, individuals' emotional intelligence and nurturance and upbringing have close relationship.

Summary of descriptive statistics (table 28) has revealed that, respondents assigned themselves higher average score for each of the variables of the emotional intelligence, lowest being 4.781287, and, highest being 5.7871287, on a scale of 1 to 7. In total, they have assigned comparatively lower score of less than 5, on a scale of 1 to 7, for themselves for factor four "use of emotion to facilitate performance (average score of item 13 to 16). The other factors, such as, factor one 'Appraisal and expression of emotion in one's self' (average score of item 1 to 4), factor two 'Appraisal and recognition of emotion in others' and (average score of item 5 to 8), factor three 'Regulation of emotion in one's self' (average score of item 9 to 12), were assigned score of more than 5.3, on a scale of 1 to 7. Though, on the absolute numerical value, the difference of average score of factor four with the other factors seems low, it was worth investigating further.

Further analysis (Table 30) revealed that there was a significant difference among respondents' average perception towards their ability to 'appraise and express emotion in self', ability to 'appraise and recognize emotion in others', and, ability to 'regulate emotion in self'. This proves that, even though, in general, students assigned higher score for themselves on the first three factors on emotional intelligence, their perception varied significantly. However, for factor four, i.e. 'use of emotion to facilitate performance', the perception level of the students did not differ significantly (the average score was assigned

low). In the above context, personal interview was conducted with 67 students revealed that, in general, they considered themselves less effective in controlling their emotional outburst, especially the negative ones. This seems acceptable, as the students, being young adults, need more experience in confronting life situations, which will augment their emotion management. Perhaps this is the reason as to why the respondents' average perception on 'use of emotion to facilitate performance' was generally low (and yet, not varied significantly).

To investigate the students' perception on items of overall emotional intelligence (item 1 to 16), pairwise comparison was conducted (table 31). Significant difference in students' average perception level on item 12 (it was assigned the highest score by the respondents in general, please refer table 28) with several other items, was found. Students varied in their perception about realizing their own feelings (item 1), reading friends', and others' emotions from their behavior (item 5, 8), setting up own goal (item 9), and, assuring self about own competence (item 10), in self-encouraging for try their best (item 12). Again, they varied significantly on self-encouragement (item 12) in the context of controlling temper and other emotions (item 13, 14, 15, 16). It indicates that, while students assigned themselves with higher score for self-encouragement for own achievement (item 12), their perception significantly fluctuated in comparison with managing and controlling emotions, and setting up own goals. Apparently, respondents, though generally, perceived themselves capable of self-encouragement, the complementary skills for effective self-encouragement, has not been perceived, as high, as needed (perhaps). Personal interviews in the above context revealed that, students, though rated themselves with higher ability of self-encouragement and motivation, they did not have enough conviction for such scores for themselves, due to lack of confidence of controlling negative emotions.

An attempt was also made to investigate whether the respondents' average perception level about their overall emotional intelligence differed significantly,

based on their gender, location of their hometown, exposure towards co-education schooling and status of having or not having siblings. Data revealed that, there was a significant difference among the perception of male and female respondents about their overall emotional intelligence (table 32). It was also found that, perception of the respondents, from hometowns at different zone of the country, and, respondents, with or without siblings, differed significantly on their average perception level towards their overall emotional intelligence. For example, style or skill of managing, controlling, appraising, and recognizing of emotion is accepted as effective or otherwise, as it is generally accepted by the norms of upbringing in the respective society and family (table 33). During the personal interview, this was verified. This is in support with the existing literature and research data, which prove that, perception about own emotional intelligence differed significantly based on the context of social, and family situation.

However, there was no significant difference in the perception level of the respondents, with or without having exposure to the co-education schooling (Table 33). This needs further investigation, as schooling is supposed to be a significant place of shaping the perception of emotional intelligence, in terms of acceptable expression and behavior.

Significant difference was also found among the average perception level of respondents, from different zone of the country and with or without siblings, for both the items expressing whether management of emotion helps in concentrating in study and understanding and appreciating others' emotions helps in maintaining healthy interpersonal relationship (table 34). This proves that, students' perception about role of emotion management, vis-à-vis study performance and interpersonal relationship, differed based on the place they are from (as a part of the local social and behavioral norms), status of having sibling (as a part of getting own share of love, affection, competition, encouragement, punishment, vis-à-vis that of the sibling), and exposure to co-education schooling (getting adjusted to

experience of relationship with the opposite gender). However, in either case, no significant difference was found between the average perception level assigned by the male and female employees. This proves that, both male and female students feel similar about the role of emotional intelligence in their performance in study and maintaining interpersonal relationship. This needs further investigation, as even during the personal interviews, the gender-specific inclination towards emotion management was noticed.

Again, significant difference was also found among the average perception level of respondents, with or without siblings, and, with or without exposure to co-education schooling, on whether their friends, family and faculty members appreciate their efforts to manage emotions (table 34). As expected, the difference in above-mentioned nurturance factors, in different social and family context, resulted into varied perception on whether they receive appreciation they deserve, from people around them (for their effort towards management of their emotion). However, no significant difference was found between the male and female respondents, in any of the above issues. This is interesting and needs further investigation.

Finally, significant difference was found between the average perception level of the respondents, from difference zone of the country, on whether emotional intelligence helps respondents in managing their lives more efficiently (table 34).

In a nutshell, present study revealed the following:

- Students' emotional intelligence and nurturance and upbringing have close relationship.
- In general, students' average perception level towards their overall emotional intelligence, and each of the factors of emotional intelligence, such as, appraisal and expression of emotion in one's self, appraisal and recognition of emotion in others, regulation of emotion in one's self, and, use of emotion to facilitate

performance, are high.

- In general, students considered themselves less effective in controlling their emotional outburst, especially the negative ones.
- Respondents, though generally, perceived themselves comparatively highly able for self-encouragement, but, the skills associated or needed to effective self-encouragement, has not been perceived, as high, as needed (perhaps).
- Perception about own emotional intelligence differed significantly based on the context of social, and family situation.
- Further investigation is needed to check how co-education schooling may shape the perception of the students about their emotional intelligence.
- Students' perception about role of emotion management, vis-à-vis study performance and interpersonal relationship, differed based on the social and family nurturance. However, the role of gender in this context, needs further investigation.
- As expected, the difference in above-mentioned nurturance factors, in different social and family context, resulted into varied perception towards whether the students receive appreciation they deserve, from people around. However, the role of gender in this context, needs further investigation.

Section VI. Future direction

The study essentially targeted the post-graduate student population, studying in the B-schools. This pre-dominantly assumes that, the students understand the role of emotion management in lives and matured enough to consciously try to moderate their behavior as and when situations demand. In future, similar study may be conducted by considering student population from multiple number of countries,

to investigate the role of culture in shaping the perception of the students, about the management of emotion.

The study can makes significant contributions through future research, by comparing the influence of society, family and peers, of post-graduate students, with the school level students. Again, a longitudinal study with a single group of students can be conducted where, from their school lives till their work lives (at least for 1-2 initial work years) may be mapped and the change in their self-perception level of emotional intelligence may be measured.

This study on EI and management of emotions by students has also got implications in B Schools in terms of pedagogical structuring and allocation of group-based assignments which are used as part of learning methodologies in management education. It needs to be further investigated as to whether students due to their inadequacy in using appropriate emotions fail to perform well in group-based assignments and allocated group work , which is considered in management education , not only as learning input, but also, as means of becoming better 'person-organization fit' in real world organizational situations.

Inability to accept others' viewpoints and opinions in group discussions as issue-based elements rather than viewing them as personal criticisms, makes group assignments and groups' functioning a major challenge in B School pedagogical environment.

Thus, this kind of a study can help in investigating how group learning can be structured to make students better equipped in handing academic work as well make them better prepared for working in group-based environment by managing their emotions effectively, as a stepping stone towards getting prepared for becoming better team players in real world organizational situations.

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