**Chapter two (2)**

**Review of literature**

**2.0 The Evolution of Emotional Intelligence**

There are several questions that comes to mind at the mention of the concept emotional intelligence. Some of which includes: does emotional intelligence consist of emotion and intelligence? What is the relationship between the two concepts? Is emotions derived from the concept of emotional intelligence? To clarify these doubts, it is prudent to look into the two main words which compose the concept of emotional intelligence. Thus the discourse will start off with the concept of emotions. Emotions will be defined, the theories of emotions, the types off emotions, the various applications of emotions, the essence of bringing intelligence into the domain of emotions will as be discussed. After the discourse will move on to the concept of intelligence then it will be concluded by merging the two terms together and move on unto the various models of emotional intelligence.

**2.1 The Concept of Emotion**

Since feelings cannot actually be seen, operational definitions are used to define or describe what emotions are. Emotions are said to be internal conscious states that we infer in ourselves and others. Emotions are private experiences. Emotions stir us to actions, agitate us and arouse us. These can be measured in different forms such as: facial (expression), physiological, motivational and behaviour. Others defines emotions or states within an individual as that which influences behaviour towards achievements of any kind. Others also calls it as just feelings, or states within their system and some attribute it to antecedents to human behaviours. Therefore how emotions is related to different aspects of human behaviour including the domain of intelligence will be investigated. Before that, the three main theories of emotions will be looked at.

**Theories of emotions**

**James – Lange theory**

This theory states that each emotion is accompanied by a specific physiological response or arousal. Emotions occurs when we become aware of our body’s physiological arousal. For instance, seeing a tiger (physiological response or behaviour) produces affective experience (fear) thus awareness of a pounding heart produces the subjectivity of fear.

The theory focuses on the activation of visceral bodily changes. If there is certain bodily changes, then it can be said emotion is been displayed. This leads to the brain to interpret the visual changes as emotional experiences. Hence we are afraid that is why we are running or we are running because we are afraid. The difference lies here as one refers to the psychological perceptions and the other visceral activity which is physiological. Sometimes, we are not psychologically afraid but we perceive threat. Therefore we start jumping. From the above illustration, psychological perception shapes our experiences and physiological activation within our body that creates psychological fear. So psychology and physiology go side by side to save human behaviour in a daily routine.

**Cannon – Bard theory**

Walter Cannon thought that too many of the body’s reactions were too similar thus a racing heart, fluttering stomach and sweaty hands could be attributed to passion, fear, excitement or anger.

Philp Bard agreed with Walter and came to a conclusion that bodily responses and emotions occur separately but simultaneously and this idea is the base of the Cannon- Bard theory of emotion. For example, a racing heart doesn’t cause fear, nor does the feeling of fear result in a racing heart. Rather both things just happen together. Our emotions is tangled up with our cognition.

The theory focuses on the activation of the thalamus a region in the brain that is responsible for emotional experiences. The activation of bodily changes in response to brain send message to the cortex regarding the emotional experiences.

**The Schachter-Singer theory (Two- factor theory)**

The theory states that to experience emotion, one must be physically aroused and cognitively label the arousal. Robert Zajonc a polish born American psychologist opines that all emotions are the result of putting a name to our arousal.

The theory postulates that unless there is a cognitive arousal within the human system, you are neither going to experience any emotions or you are going to display any physiological activity. So cognitive arousal or activation is essential for perception of any kind of emotions. So the activation of general physio biological arousal leads to observation of environmental cues and that leads to determination of the label to place arousal identifying emotional experiences.

**Types of Emotions**

Basically emotions are classified into two main categories. That is positive and negative emotions. Positive emotions includes: joy, pleasure, happiness and smile while negative emotions on the other hand includes: afraid, anxiety, tension, surprise and stress.

**Seven Basic Emotions**

A study conducted by Paul Ekman proposes that there are seven basic emotions which are: anger, happiness, fear, disgust, surprise, love and sadness. In our daily activities, we mostly experience one or several of these emotions. Mostly the negative ones dominate and even when we experience positive ones it is not long lived. Soon we tend to worry over negative things happening. As a result positive psychology in which emotional intelligence has emerged as an essential concept helps to change and reshape human behaviour and to nurture happiness and health in human life. As a result the role of intelligence in influencing emotions is being examined. Just as the relationship between feeling and thinking, thinking relates to one’s intellectual capacities and feelings relates to one’s emotional perceptions. When these two concepts are dealt with properly there will be growth. Therefore, the need for the study of emotions in the domain of intelligence.

**Anger**

Anger is said to be one of the most dangerous emotions because it energizes and builds momentum. It can be an expression of frustration, stress, anxiety, loss, confusion, embarrassment, jealousy, rejection, threat, etc. Once you are angry, there is a lot of psychological changes within yourself which causes your nerves to rack. There is a psychological pressure which creates physiological activation affecting all the bodily functional zones. Blood rushes to the hand and prepares to fight, hands sweats etc. The momentum built pushes you further to indulge in a physical aggression. This is one of the possible outcomes of anger if not properly managed it can lead to many negative outcomes.

**Fear**

Fear also causes lot of changes in our blood circulation causing blood into our arms and legs. Fear mobilizes us and forces us into fright, flight or freeze. These concepts are related to the consequences of fear. It is connected to worry, anxiety, stress, nervousness, panic, paranoia and phobia.

**Sadness**

Metabolism slows to give time to mourn. It comes from not getting what you want or fear of what might happen. It leads to isolation and it connected to depression, shame, disappointment, regret, guilt, embarrassment and insecurity. Sadness is the root cause of depression when one isolates him or herself to stay alone and experience deprivation and that will lead to depression.

**The Multidimensional Facet of Emotions**

Emotions are considered to be simple feelings but they are subject to social situations. They are related to bodily origins and emotions are endless.

**Feeling component**

Emotions are said to be subjective feelings. They make us feel particular way either positive or negative. When things are happening as per expectations one builds up a positive framework. Positive frame refers to being cool, calm, composed in a state of balance or a state of well-being. But when you are angry your feeling is something different and is known as negative feelings.

Emotions vary in intensity and quality depending on the degree of variations based on the need of the hour. So depending upon the need assessment, our emotional needs also varies from time to time. Emotions are essential components of primal survival.

Emotions have meaning and personal significance. When you do something and you are feeling satisfied that is where you assume meaning with personal significance.

The feeling component of emotions are rooted in mental processes that is labelling. The importance of experience of particular emotions for example, why are you feeling sad? Labelling requires lot of mental dialogue and discussions.

**Bodily arousal**

Refers to the biological activation. For example, a person runs when afraid. Can I stay calm and composed even if I am afraid? The decision we take at the internal level the cognitive level plays a very important role in the experience and the expression of emotion that will decide whether there will be biological activation or psychological comfort zone. Automatic and hormonal system are affected when there is an activation zone. When you are in a positive feeling state that is creating a protective zone for your enhancing for your immune systems in the body.

Body also prepare and activated adoptive coping behaviour during emotions. If your body is too much aroused you cannot control it is likely to burst on others but if the body arousals are within control.

Applying coping mechanism is acting as a coping behaviour because you are controlling your body activation. Your biological activation is under control so that means that is making you emotionally balanced projecting a good self-image towards others.

The body prepares for actions. With anger you will never know the direction in which it will move but if you are bringing intelligence to the concept of emotion in the domain of emotional arousal probably you could control and display better natural behaviour so that it prepares the body to respond to the outside world. It alert posture and clenched fists.

**Purposive component**

Every emotion has a purpose and it gives it goal direct force. Emotions is essential achievement of any kind of goal. Emotions move with motivation. So emotion and motivation are just like the two sides of the coin. Without emotional arousal motivation will not be displayed. Too much arousal and less arousal is dangerous for human survival. Maintaining optimum emotional arousal is actually best for maximum motivational appraisal. For example stress and anxiety or happiness or joy whether positive or negative should neither be too high or too less it should be optimum and that will decide how your body copes with that situation.

Secondly, is motivation to take actions so that what we. More emotion directly links to the concept of motivation in order to perform any kind of action. Next, purpose of emotion is to cope with those kinds of emotions. There are destructive emotions as well as constructive emotions. If you are positively dealing with the negative or destructive emotions.

People benefit from emotions because emotion has many things to do with creativity. When you control them then you channelize them in the right directions.

**Social- expressive component**

Social expressive component says that in order to survive in the society, you should emotionally communicate sometimes. You should show sympathy, empathy, care, concern about others.

Otherwise it will be very difficult for survival in this world so that is why social expressive component of emotions is very much important and directly related to the concept of empathy and sympathy. These are two concepts derived from socially expressive emotions.

It relates to your posture, your gesture, your vocalizations, facial expressions thus if you are comfortable you display different expression. When you are happy, you smile and invite others into your comfort zone for dialogue, for deliberation and open up for productive outcomes. Social expressive component of emotion becomes very beneficial to all mankind.

**Outcome of emotion**

Outcome of emotions is either illness or wellness as one is individual based or the other is environment based. Emotion is related to illness as well as when an individual is feeling sick. All negative ideas will dominate over your life. Therefore one develops psychological symptoms like anxiety, tension, depression etc. Our health also depends on our psychological wellbeing therefore if one is psychologically unfit it is likely to affect the psychological system as well. So the optimal functioning of the psychological system goes down, you suffer from many psychosomatic diseases. By this emotion directly affect human health.

Emotion directly affect human immune system. The concept called psycho neuro immunological perspective of emotion. It is the role of emotion in the regulation of neurological systems in human body. So the more you experience negative emotions the more likely it is to affect your immune systems.

The main side effects of negative emotions is illness. If you can regulate properly every day making balance of positive and negative emotions and experience more of positive emotion. Is likely to build up a good immune system within yourself and once you express happiness, joy, pleasure etc towards others that will create positive environment for others, a state of wellness around you and others.

This is how emotion influence in building a very healthy atmosphere not in our personal life but also at our professional workplace and is the two important framework that is called illness and outcome of emotions.

Emotion and reason has been taken into consideration in the sense that if your emotional feelings are not connected systematically they may not lead to proper thought processes, they may not lead to proper thinking. So emotion generates ideas. The framework is a kind of particular kind of emotional feelings that leads to generation of ideas and such ideas in the early stage is unsystematic way. The moment you bring rationality to these framework of ideas then you come up with certain systematic framework. In order to come up with creative creations you need to explore thoughtfully. Thoughtful observation is very much essential that is why we call powerful expression of spontaneous feelings. That requires to be done that is where we bring reason to the domain of our emotions well so reason means we apply logic systematization with facts and figures the basis of human intelligence that is where the moment emotions are endless very unsystematic. But the moment you bring logic and rationality then it turns into the domain of your intelligence.

**2.2.2. The Concept of Intelligence**

Intelligence is derived from Latin word that means “to choose between” and to make wise choices.” Spearman (g-factor) and Binnet (1st intelligence assessment 1906) would conceptualize intelligence as a computer program that could solve a wide variety of problems.

Intelligence has been considered as one of the important systematic thoughts in very simple terms. Others call it talent, skills etc. There are many definitions as per different psychologist.

Intelligence is, “the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment.” (David Weschler, 1975). Intelligence is “what intelligence test measures.” (E.G. Boring, 1923). Intelligence is the “capacity for goal directed and adaptive behaviour, involving the abilities to profit from experience, solve problems, reason and successfully meet challenges and achieve goals.” (Robert Sternberg & William Salter, 1982).

In 1996 Neisser and his friends defined intelligence in terms of individual ability to comprehend complicated situations to adjust effectively to the environment to benefit from the experience and learn effectively to engage in various forms of reasoning and to overcome obstacles by utilizing careful thoughts.

**The nature of intelligence**

How will an individual recognise an intelligent person? Is intelligence a skill, talent, ability, hereditary, learned? These are questions we ask ourselves in order to understand the nature, features and characteristics of intelligence. Intelligence is an inferred process that humans use to explain the different degrees of adaptive success in people’s behaviour. It is a mental ability that enable one to adapt to, shape, or select one’s environment. It is the ability to judge, comprehend, and reason. It is the ability to understand and deal with people, objects and symbols. It is the ability to act purposefully, think rationally and deal effectively with the environment.

Intelligence can be inferred as a process that humans use to explain the different degrees of adaptive success in people’s behaviour how quickly one adopt to different situations.

**Cattell’s view of intelligence (basic abilities)**

Fluid intelligence –the ability to think on the spot and to solve novel problems

Crystallized intelligence- the ability to know factual knowledge about the world.

**Three stratum theory of intelligence – John Carroll**

General and distinct abilities

**Broader view of intelligence**

Howard Gardener proposed a theory of nine multiple intelligences

**Linguistic**- sensitivity to the meanings and sounds of words, mastery of syntax, and appreciation of the ways language can be used.

**Logical –mathematical**- understanding of objects and symbols and of actions that be performed on them and of the relations between these actions, ability to identify problems and seek explanations.

**Spatial** – capacity to perceive the visual world accurately, to perform transformations upon perceptions and re-create aspects of visual experience in the absence of physical stimuli.

**Musical** – sensitivity to individual’s tones and phrases of music, an understanding of ways to combine tones and phrases into larger musical rhythms and structure, awareness of emotional aspects of music.

**Bodily kinaesthetic**- use of one’s body in highly skilled ways for expressive or goal-directed purpose, capacity to handle objects skilfully.

**Interpersonal –** ability to notice and make distinctions among the moods, temperaments, motivations, and intentions of other people and potentially to act on this knowledge.

**Intrapersonal**- Access to one’s own feelings, ability to draw on one’s emotions to guide and understand one’s emotions to guide and understand one’s behaviour, recognition of personal strengths and weakness.

**Naturalistic**-sensitivity and understanding of plants, animals and other aspects of nature

**Existential intelligence-** sensitivity to issues relatedto the meaning of life, death other aspects of human condition.

The two important intellectual ability that was introduced in the domain of framework of multiple theory of intelligence that is interpersonal and intrapersonal leads to the concept of emotional intelligence. Interpersonal intelligence refers to one’s ability to notice and make distinction among the moods, temperament, motivations and intentions of other people potentially to act on this knowledge as a whole. It also means that having self-understanding and self-management which Goleman and many other theorist of mixed model of emotional intelligence.

The question arises whether intelligence can be used to describe all valuable skills like solving calculus, speaking six different languages amongst others. In actual terms, people have many unrelated kinds of intelligence which makes the concept of Gardner’s multiple theory of intelligence accurate. Gardner’s theory has prompted researchers to begin examining other non-traditional aspects of intelligence. The best known is emotional intelligence. Intelligence whether it is traditional or non-traditional the development depends on nature (heredity) and nurture (environmental influences).

**Theories of intelligence**

The theories of intelligence will help in understanding the various principles behind the intellectual development of a person. Amongst these theories are factor theory of intelligence and the information processing theory which includes the PASS model of intelligence and the CAS model.

**Information processing theory**

This theory shows how quickly one can process information and recover it from their storage which helps in academic performance. It also characterises one’s exposure and experience and it is the ability to combine different experiences in insightful ways to solve problems. It also reflects creativity, scientific skills. For instance Einstein and Leonardo Da Vinci exhibited this type of intelligence.

These theories are: Sternberg Triarchic theory (componential, experiential and contextual), J.P Das and Jack A. Naglieri (1994) PASS model of intelligence (planning, attention, simultaneous processing and successive processing) and CAS model (cognitive assessment system) on the basis of PASS model of intelligence.

**Factor theories of intelligence**

This theory identifies which factors constitutes intelligence and it highlights the organisation of mental ability. These are: Spearman’s two-factor theory, Thurstone’s primary mental abilities, Guilford’s structure of intellect and Cattell’s fluid and crystallized intelligence.

**Types of intelligence test**

Basically in the domain of measurement there are varieties of test which includes verbal and non-verbal test, individual and group test, speed and power test.

**Verbal test**: Just like paper pencil test questions are prepared and students are asked to answer those questions.

**Non-verbal/ Performance test**: It involves mental activity test. For example, wooden blocks are given and designs are shown, then you ask to prepare a particular design with the help of the wooden blocks available that shows how quickly you complete the designs that shows the level of your intellectual abilities.

**Measurement of intelligence**

Many scientific tools have been developed by psychologist to measure different human abilities. The first intelligence test was created by Binet and Simon using simple task to distinguish children who do well in school from those who would not. They used the concept of the concept of mental age to distinguish “bright” from “dull” children. Lewis Terman revised the Simon Binet test and published a version known as Standford’s Binet test in 1916. However, performance was described as Intelligence Quotient which was implied the ratio of mental age to chronological age multiplied by 100 that is IQ=MA/CA\*100

**Standford-Binet IQ Test**

This test measures things that are necessary for school success. Understanding and using language, memory, the ability to follow instructions, and computational skills. Binet’s test is a set of age-graded items. Binet assumed that children’s abilities increase with age. These items measures the person’s “mental level” or “mental age”. They developed certain adaptive testing. To determine the age level of the most advanced items that a child could consistently answer correctly. Children whose mental age equal their actual or chronological age were considered to be of “regular” intelligence.

**Intelligence Quotient (IQ)**

IQ test measure an individual’s probable performance in school and in similar settings. An IQ test measures performance but does not explain performance.

**Wechsler Intelligence scale**

David Wechsler came up with many intelligence test such as: Wechsler Intelligence Scale for children – Third edition (WISC-III). This was used for children 6 to 16 years. The other Wechsler Adult Intelligence Scale –Third edition (WAIS-III). This is used for people 17 and older.

WISC-III

It provides a profile of someone’s strengths and weaknesses. Each test is made up of 12 parts. Each part begins with the simplest questions and progresses to increasingly difficult ones. Performance scale has 6 parts. Spatial and perceptual abilities. It measures fluid intelligence. Also verbal scale has 6 parts. General knowledge of the world and skill in using language. It measures crystallized intelligence.

Verbal IQ is based on: Information. It measures a child’s range of factual information. E.g. what day is Independence? Second, similarities. It measures a child’s ability to categorize. E.g. in what way is wool and cotton alike? Third, arithmetic. It measures the ability to solve computational math problems. E.g. if I buy 6 rupees worth of candy and give the attendant 25 rupees, I would get 19 back in change. Fourth, vocabulary. It measures the ability to define words. E.g. what is a “telephone”? Fifth, comprehension. It measures the ability to answer common sense questions. E.g. why do people buy fire insurance? Lastly, digit span. It measures short-term auditory memory. It measures both verbal and non-verbal intelligence so verbal IQ is based on

The Standford-Binet and WISC-III cannot be used to assess infant intelligence. The Bayley scales of infant development are often used for infant assessment.

**2.2.3 Emotional Intelligence**

Ever seen someone that is so book smart yet so dumb? They do something and you’re wondering how on earth someone could think that shallow. Well, that is where emotional intelligence comes in. This concept has been defined by several people and we will be looking at those definitions here. The rate at which the subject of emotional intelligence by managers and scholars is being used has brought about a need to define the concept. So many definitions have been brought forward by researchers on the subject of emotional intelligence. However, only one seems to have regarded emotions and cognition equally. According to Mayer and Salovey (1997). emotional intelligence shows a composite of distinct emotional reasoning abilities: perceiving, understanding, and regulating emotions. Perceiving emotions consists of recognizing and interpreting the meaning of various emotional states, as well as their relations to other sensory experiences.

These myths are not completely myths per say as they are subject to change with future research to become realistic. Gerald Mathews et al put forward seven myths of emotional intelligence and we will look into those myths.

Definitions of EI are conceptually coherent.

While we agree that there is no single definition to EI from different authors, this may not be a myth as the definitions of EI have been shaped over the years and seem to be all ending in a similar position. They argued that these concepts are casually said to have an impact on the behavior which is an unclear disposition to make. The different concepts depended on the research and how it was carried out which may not necessarily mean that they were correct.

They put together different definitions from different authors, analyzed them and saw that these definitions were all different in concepts and were causing confusion with the available literature in EI. Hence they concluded that the concepts of EI are not conceptually coherent as they are proposed to be.

**2.2.4 The Definition and Models of Emotional Intelligence**

Daniel Goleman a science journalist who brought EI to the limelight and has published a lot of articles on the same, formulated the five components of emotional intelligence and they are explained below:

**Self-awareness:** This is being able to identify and comprehend personal moods, emotions and drives, as well as their effect on others. Self-confidence and realistic self-assessment are all a part of elf awareness. This is being able to identify and name one’s emotions and how to react to it Self-awareness.

**Self-regulation:** This is the ability to have self-control over moods, immediate response which encompasses thinking before acting. It involves trustworthiness, innovation, integrity; comfort; and openness to change.

[Internal motivation](http://en.wikipedia.org/wiki/Motivation). A passion to work for internal reasons that go beyond money and status -which are [external rewards](http://en.wikipedia.org/wiki/Motivation#Intrinsic_and_extrinsic_motivation), - such as an inner vision of what is important in life, a joy in doing something, curiosity in learning, a [flow that comes with being immersed in an activity](http://en.wikipedia.org/wiki/Flow_(psychology)). A propensity to pursue goals with energy and persistence. Hallmarks include a strong drive to achieve, [optimism](https://web.sonoma.edu/users/s/swijtink/teaching/philosophy_101/paper1/optimism.htm) even in the face of failure, and organizational commitment.

[**Empathy**](http://en.wikipedia.org/wiki/Empathy). The ability to understand the emotional makeup of other people. A skill in treating people according to their emotional reactions. Hallmarks include expertise in building and retaining talent, cross-cultural sensitivity, and service to clients and customers. (In an educational context, empathy is often thought to include, or lead to, sympathy, which implies concern, or care or a wish to soften negative emotions or experiences in others.).  
It is important to note that empathy does not necessarily imply compassion. Empathy can be 'used' for compassionate or cruel behavior. Serial killers who marry and kill many partners in a row tend to have great emphatic skills!

[Social skills](http://en.wikipedia.org/wiki/Social_skills)**.** Proficiency in managing relationships and building networks, and an ability to find common ground and build rapport. Hallmarks of social skills include effectiveness in leading change, persuasiveness, and expertise building and leading teams.

**2.2.5 Measurement of Emotional Intelligence**

Measures of EI Meet Standard Psychometric Criteria.

There are basically two types of tools used to evaluate EI and they are the self-assessment tool and performance based measure. The multifactor emotional intelligence scale (MEIS) was put together to enable a more standard research. Emotional intelligence test should at least fulfil four psychometric criteria- reliability, content validity, predictive validity, construct validity. The different measures of EI may not meet standard psychometric criteria as bproposed in this paper.

Self-Report EI is Distinct from Existing Personality Constructs.

In self-reporting, the participants are made to scale answers to a series of statements and this can be highly influenced by the personality and the mood of the person. This paper analyzed the different ways in which personality, measure of intelligence by using different scales and other measures were all related. A correlation between the self-report questionnaires and personality factors were found to be very high which shows that there is no distinction between the two. However, if better measures which do not correlate strongly with personality construct are brought in the future this myth can be debunked.

Ability Tests for EI Meet Criteria for a Cognitive Intelligence.

These authors do not believe that the ability tests for EI is up to the mark for a cognitive intelligence test. They stated the fact that the test for intelligence usually comprised of different fields such as verbal, mathematics, reasoning etc. while emotional intelligence was a totally different ball game which is more focused on one’s ability to cope emotionally. Being intelligent does not qualify a person to be emotionally intelligent so it is safe to say that the tests for EI do not meet the criteria for intelligence test.

EI Relates to Emotion as IQ Relates to Cognition.

Is EI = Emotion? when we are assessing the IQ of a person, we tend to rank a person with higher cognition as having a high IQ. However, that may not be the case with EI a person might be emotionally responsive but it does not always mean that the person is emotionally intelligent. This is due to the factors such as culture bound knowledge, environment etc. that are put into consideration when assessing EI in a person.

EI Predicts Adaptive Coping

The ability to react in a healthy and mature way to stressful situations is not predictable by emotional intelligence. In this paper they argued that even though it is mostly agreed upon that a person being emotional intelligent will be translated into adaptive coping. They declared that as a myth and tried to prove a point that being emotionally intelligent does not completely help someone to react in a mature way when faced with strange emotions or situations. For example, when a person experiences loss, they might scream, jump about and behave in a very irrational way at the moment. This is not because they are not emotionally intelligent in any way rather it is an outburst of emotions and the person’s ability to quickly control themselves is where EI comes in to play.

EI is Critical for Real World Success

I quite disagree that this is a myth. They argued that there have been many claims and research stating the benefits of EI in the workplace, school, social environment etc. but there are no substantial evidences to prove that it is EI that actually brought these benefits. In the work place for example, it is said that intelligence gets you a job but EI gets you a promotion, they disagreed with this saying there is no strong evidence to prove that therefore it is a myth.

In a commentary on the seven myths of emotional intelligence, they argued that these myths were not totally true as they were claimed to be. For example, the myth that ‘EI is critical for real world success’ this paper believes it is completely true as they gave examples of people’s testimonials of how EI helped them achieve certain heights of success. On writing about the way forward in emotional intelligence, they critically analyzed each of the seven myths. About the first myth they said it was a straw man position to stand by. They stated that other psychological concepts also had different definitions which should not be seen as an issue but rather be seen as room for further research on the topic. They said it was to early to start advocating for a single definition or concept to EI.

The second myth was based on old models of psychometrics and there was no need to criticize that being that it takes time for a standard test tool to be developed. For the third myth, they argued that self-reported EI and personality were neither damaging nor encouraging to models of EI as a set of abilities. They said that instead of the fourth myth where they debated on the subject of EI meeting the standards of intelligence, it will be more useful to look at whether EI is a set of skills that can be reliably and validly measured, whether the construct as defined by each theory is useful for explanation of psychological processes and relations, and whether it predicts important outcomes.

In the fifth myth on EI/ emotion and IQ/ cognition, they argued that emotion and cognition are highly interactive in a complex way. The different measurement of EI is not dependent on the presence of different systems for cognition or emotion. They also argued that when a person knows how to respond in a specific situation it can go a long way to help which is contrary to the what Mathew et al called a myth. They said instead of that argument, more research should be done to ascertain if and how the coping process is associated with the different categories of EI.

Cross culture work was encouraged in future research to better understand the concept of EI so as to come to understand if it varies across various cultures. The expected reaction to certain situations could be largely influenced by a cultural belied which may not be the same all over the world. It is therefore important that comparative studies be carried out across cultures.

**2.3 Evolution and Concept of Teams**

**2.4 Emotional Intelligence and Teams**

**2.5 Team Emotional Intelligence**

**2.6 Personality (Age)**

**2.6.1 Gender**

**2.7 Emotional Intelligence and Team Performance**

**2.8 Emotional Intelligence and Team Cohesion**

**2.9 EMOTIONAL INTELLIGENCE AND STUDENTS**

A students emotional intelligence is the ability of a student to identify, understand and cope with their emotions in given strange situations as they come to play. There are many students in the world currently and specifically in India as well. Tertiary students are very important in the society as their education not only benefits them but also benefits the world at large. They are the immediate translational work force and an educated person is more likely to be law abiding and responsible. The study of the emotional intelligence of tertiary students is of high importance. (ERPA 2014 The study of college students’ emotional intelligence qualities; Procedia - Social and Behavioral Sciences 152 ( 2014 ) 1274 – 1281 )in this paper, they stated that students of hetel management and tourism showed higher levels of emotional intelligence hence EI varied with department not by age or gender.

Fidha, Ayisha & Haris, Farah (2018) Emotional Intelligence of College Students among Joint and Nuclear Families. International Journal of Academic Research and Development.) in this paper they concluded that EI was not dependent on gender, joint or nuclear family and place of residence. They also recommended that future research should have larger sample size and more locations as their research had a sample size of 120 participants in three districts of Kerala.

Their findings showed that the emotional intelligence of students can be improved by taking them through a psychological workshop, however, the major limitation of this study is that there was no control group involved and there is need to measure the effect of this psychological workshop on a long term basis and see if it is still efficient in improving the EI of the students.

The extracurricular activities of students and EI were found to be positively related. Females were also found to have a higher level of EI. It was however stipulated that further studies should analyse the influence of EI on academic performance and the reason for higher EI in females. That is if it is predominantly the case in future studies.

**Emotional Intelligence and Medical Students:**

**In** this study carried out in Chennai, just like the study that was done in kerala it was discovered that EI was higher in females that males. We cannot take out emotions when studying medicine because we deal directly with human beings who are emotional beings. However, being able to control these emotions is critical. Medical students who had studied in government schools showed higher levels of EI in this study. Students in their final year head higher EI compared to first and second year students and they related this to the fact that learning to control emotions was part of their curriculum as it is a necessary aspect of the medical field. They also failed to check the relationship between EI and academic performance too.( Sundararajan, S., & Gopichandran, V. (2018).

A group of medical students were tested from first year and retested after two years for EI using six seconds model. It was discovered that there was a decline in their EI after two years. This means that medical students leave the course with less EI than they came with. This is not supposed to be so as research has proven that doctors who showed more empathy comparatively had more positive results with their patients and vice versa.

This study expressed a different point of view regarding gender and EI. While majority of previous studies have shown that females had higher EI than males, this study stated that there was no difference between males and females in EI levels. Also they concluded that there was no significant relationship between academic performance and EI. However, they agreed with other studies that the EI of medical students declined over the years of study but they do not know exactly when the decline occurs and this may be due to lack of curriculum to boost the EI of students.

They expressed the need for training of medical students throughout their studies on emotional intelligence. The realized that most students had high IQ but were either ignorant of or lacked EQ therefore a lot of work has to be done to ensure the building of their EI.

This study evaluated the various aspects of EI among medical doctors and it was discovered that they had overall good level of EI but were specifically lacking in appraisal of emotions in the self they also said that EI increased with age as confirmed by previous studies as well.

**Emotional Intelligence and Engineering Students:**

the importance of emotional intelligence in engineering students cannot be over emphasized. Some studies have been carried out to prove this. In the year 2000, university of Illinois put together a curriculum on EI for its engineering students called “Engineering Emotional Intelligence” this was to help the students become more aware and intentionally develop their EI in order to be ready to face their professional lives this course has reported positive feedback from the students not only for its purpose but also for adding flavor to the routine engineering curriculum. However, there has been a setback of slow server due to heavy traffic as thee course is an online based course where group discussions take place as well.

An engineer requires interpersonal skills such as teamwork, and motivation hence the need to build their EI. To incorporate EI into learning is better than through group projects rather than standalone and theoretical teachings. This helps the students to see the practicality of the importance of these intra personal skills and learn them faster. For engineering to be more relevant in the society and across other fields, it is important to integrate EI into the curricular of study

they concluded that the could not prove that higher EI meant higher academic performance in engineering students. However, they observed that as GPR(measure of academic performance) increased so did EI increase but only to a certain level where there was continuous increase in GPR as EI decreased. They also suggested that students who didn’t have work experience had higher grades but less EI which means they focused more on their academics and not on building intrapersonal skills with colleagues alongside.

**Emotional Intelligence and Arts/ Science Students**

According to suresh Agarwal et al. and Dr. C. P. Labhane et al. there is no significant difference between the EI of arts and science students even though the latter appear to have higher levels of EI (Baviskar, Pravin. (2015). self concept and emotional intelligence : A comparative study of arts and science college students.

they identified that science and commercial students showed higher levels especially in females than art students. In this study most students found it difficult to regulate or control their emotions which is also an aspect of EI.

**2 Review of Literature**

*2.1 Emotions and Emotional Intelligence*

In the disciplines of sociology and psychology, the study of emotions can be traced with several operational definitions. It can be an internal conscious states that one infer in their selves and others or the feelings which are subjected to social situations. They make one feel and behave in a particular manner. Mid of 1900’s, emotions were given a negative connotation as discussed by scholars and would rule or overcome individuals (Jani and Vyas, 2014) if not controlled. One will be influenced by such negative emotions (Young 1936, Schaffer, Gilmer and Schoen, 1940). Later on, emotions were given positive connotation as it helps individuals to set priorities of task, focus, organize and motivate themselves (Jani and Vyas, 2014). Intelligence on the other hand, is defined by Weschler (1958) as, “the comprehensive or universal capacity of the individual to act decisively, to think rationally, and manage effectively with his environment.” Intelligence is classified into three categories such as abstract, social and concrete intelligence (Thorndike, 1920). With regards to social intelligence, Thorndike defines it as, “the capacity to appreciate and deal with men and women, boys and girls to act astutely in human relations.” In (1983), far past the works of Thorndike on social intelligence, the theory of multiple intelligence was also propounded by Gardner which consisted of both intrapersonal and interpersonal intelligences. EI can be seen to have taken its origin from social intelligence thus it consist of the “recognition and use of individuals and others emotional states to explain problems and control behaviour” (Salovey and Mayer, 1990).

The capability to recognize and deal with one’s emotions as well as others emotions is known as EI. It is studied in the field of psychology. The term EI was coined by Mayer and Salovey in the year 1990. It is seen as part of Gardner’s standpoint of personal intelligence. In (1995), EI gained popularity in a book by Daniel Goleman, “Emotional intelligence why it matters more than IQ”. As a result many got to appreciate the concept of EI. Other scholars also came up with varying definitions for EI. In (1990), according to Salovey and Mayer EI is defined as, “the part of social intelligence that engages the ability to examine individuals and others feelings and emotions, to distinguish between them and to use this information to direct one’s judgment and actions.” They opine that EI includes capabilities such as these five (5) domains: self-awareness, dealing with emotions, inspiring one’s self, empathy and handling relationship. Daniel Goleman (1995), also defines EI as, “one’s capacity to inspire one’s self and endure in the face of frustrations; to control impulses and delay gratification; to control one’s mood and keep suffering from swamping the capacity to consider; to understand and to hope.” He alluded that EI can be observed as a set of traits which could possibly depict one’s “character”. From his standpoint, the forms of EI are linked to awareness of self, management of self, inspiration, empathy and social skills (Goleman, 1995). Bar-On (1997), views EI as, “a collection of abilities, competencies and prowess which affects one’s dexterity to succeed in coping with environmental demands and pressures”. Cooper and Sawaf (1997), in their book executive EQ suggested a four fundamental model of EI. These are emotional literacy, emotional fitness, emotional depth, and emotional alchemy. Wesinger (1998), also defines EI as, “intentionally making your emotions work for you by using them to guide your behaviour and thinking in ways to enhance your results.”

Yet still other scholars recounts that EI basically deals with an individual’s primary human capabilities inside of them which helps to restrain their emotional desires and generate a favourable interaction. In (2001), Druskat and Wolff assessed EI and its interaction within teams. EI theory is one of the key strategies in comprehending emotions in organizations (Gabriel and Griffiths, 2002). In the discipline of social interaction, research reveals that human brains are inbuilt to make connections with others excellent for teams. The different aspect of a team process which are interpersonal relationship, collaborations, trust, commitment, problem solving, and quality performance and production is facilitated by EI. (Timbaliuc, 2014).

*2.2 Teams*

According to Naseer et al., (2011) the concept of a team, “is a set of autonomous individuals who share the same responsibilities and are accountable for achieving their duties specified by the organization”. Dipboye (2018) defines a team as, “a collection of people that ranges in size from two people to a very large number”. A team is an entity that possess its own structure and functions, it consist of skilful individuals, and they work in order to attain their various goals amongst themselves (Kozlowski and Bell, 2003). From this, a team should be made up of more than one individual and should consist of individuals who share different expertise, talents, and skills amongst others to fulfil a task or assignment. There is a team mostly behind great individuals who accomplished great task and assignment that deserve acknowledgment Dipboye (2018).

*2.3 Emotional Intelligence and Cohesiveness in Teams*

Cohesion means closeness among the team members. According to Festinger (1950), cohesiveness is, “The forces acting on members to remain in a group. These forces may depend on the attractiveness or unattractiveness of either the prestige of the group, members in the group, or the activities in which the group engages”. Cohesive team increases cooperation and positive bonding (Mullen and Copper, 1994). TC has a strong relationship with team process. TC improves whenever team mates cordially relate with each other, admire and revere one another (Hoegl and Gemueden, 2001) and this ensures improvement in team performance as team mates find participation in the team to have a fascinating outcome. As a result, every team needs to pay attention to its task and maintenance functions (Littlepage, Coward, and Kerr, 1989). It is with the maintenance function which sprouts cohesion in teams. The abilities and capabilities of each member is equally important therefore team mates need to stay together and work closely to enjoy synergy. When team mates are able to acquire each other’s distinct knowledge pertaining to their responsibility in the team, diversity will be strengthened (Bell and Outland, 2017) and synergy well appreciated. Moreover, research indicates that teams that experience synergy exceeds the performance of the best team mate (Cambridge group, 2000). As the sum total of individual’s efforts will exceed each member’s ability, expertise of each team mates will be appreciated and diversity will be evident (Bell and Outland, 2017). Cohesive teams have an increasing influence on performance in a team. As TC is an essential base of success for teams (Carron and Brawley, 2000). Cohesive teams sustain their productivity level and also work at higher levels (Summers, Coffelt and Horton, 1988; Worchel, Cooper and Goethals, 1991).

Despite cohesion in teams, some fail to collaborate with its members (Moore and Mamiseishvili, 2012). In a current study, executive’s specified that starting and sustaining teams is one of the most stunning tasks they face. Managers also struggle with starting and sustaining teams, thus, the task of dealing with team work extends beyond the boundaries of the classroom (Moore and Mamiseishvili, 2012). Stephens and Carmeli (2016) in their study focused on workgroup or team work in project organizations because of the increase of team based-work. According to Lindsjorn et al., (2016) teams that perform better are able to manage theirs and their team mates emotions, moods and feelings well than those with low EI. It is therefore prudent to task college students to have the abilities and competencies required to collaborate with their team mates.

Studies have revealed that having knowledge about the role of emotions in teams gives reasons why some teams succeed and others fail (Wolff, Druskat, Koman and Messer, 2006). Wolff et al. (2006) highlighted that “social interactions create emotion” and as teams interact, the more essential EI is required. Team or Group EI is found to be an essential factor in ensuring effective functioning of a team (Stephens and Carmeli, 2016). Group EI is defined as, “the ability to develop a set of norms that manage emotional processes so as to cultivate trust, group identity and group efficacy” (Druskat and Wolff, 2001). Druskat and Wolff (2001), argue that how team mates deal with their emotions determines their effectiveness. Previous studies suggest that persons thought of as emotionally intelligent have “strong relationship and a solid team support system” (Prati et al., 2003). The study suggested cohesion is based on team mates EI. The findings by Quoidbach and Harosenne (2009) reveals that a member’s EI score either very high or very low can influence the performance and cohesion of the entire team. The study was done amongst twenty-three nursing teams in Belgium. Also, the impact of EI on team cohesiveness and performance of sixteen executives MBA teams over a period of three years was examined by Rapisarda (2002), and it was revealed that there is a positive relationship between EI and cohesion. Again to identify the relationship between conflict resolution, TC, and team performance Jordan and Troth (2004), studied hundred and eight teams. It was revealed that emotions and EI are essential factors affecting team performance. In recent studies, Moore and Mamiseishvili (2012), examined the relationship between EI and TC by studying forty- four undergraduate teams working on their projects in the business class. The results indicate a significant correlation between overall EI and total TC. Again, Neil et al. (2016) discovered that cohesion and team performance is partly mediated by the use of emotions for performance. Also, Lee and Wong (2016) posited that data collected from seventy-nine teams from South Korean companies indicated that team process was negatively related to team EI but team EI is positively related to team effectiveness (that is; team performance, innovation, and cohesion). More so, a study by Black et al., (2018), on “self-efficacy and EI: influencing team cohesion to enhance team performance” reveals that TC is improved when team mates find harmony working together, revere one another (Hoegl and Gemueden, 2001) causing better team performance and find involvement in the team to be a pleasing result. The results specified that when team mates displayed greater EI, TC was at its peak. Project teams that emphasize on important and difficult task improve their performance and cohesion because they are able to manage their emotions better (Wu et al., 2017). Contrary to the previous studies, it was recounted that there is insignificant relationship between overall EI and TC, Quoidbach and Hansenne (2009).

Some studies done in India, by Jani and Vyas (2014) on EI in team performance and team cohesiveness showed that EI had a significant relationship with TC and team performance by using the literature review method. They focused mainly on papers that had a positive correlation with EI, TC, and team performance. Though this was one of their limitation. Also, Subramanian and Nakkeeran (2016) did a study on, “An empirical investigation on the impact of emotional intelligence on team work quality- a study with specific reference to software teams” reveals that group EI facilitates team work quality of software teams. Again, Sarkar and Ray (2017), studied the link between EI and team effectiveness among Officers of West Bengal and found that team effectiveness is predicted by EI. Despite the above-mentioned studies done, the literature pertaining to EI and TC is still scanty. There is little studies done in the area of extending EI to engineering students (Skipper et al., 2013) more precisely in India. Cliffe (2016), opines that accomplished people from different careers not less tutors, improve the EI skills they learnt and use it subconsciously. That means that EI skills is vital in all facets of careers even so for engineers. As a result, it is observed that EI significantly affects team cohesion, hence the below hypothesis is developed;

H1: EI positively affects TC amongst engineering students.

*2.4 Gender, Age, Family Income and Emotional Intelligence*

A person’s gender causes them to behave in different ways. This brings variety and uniqueness in the way they behave. Researchers support the notion that some behaviour are much associated to a particular gender (Eagly and Karau 2002; Lopez-Saez and Lisbon, 2009). For instance, characteristics such as responsiveness and tenderness are linked to be quintessential of females while characteristics like bravery and hostility are likened to males (Williams and Best 1990; Williams et al 1999). Also, society has typecast some behavioural traits to suit specific gender. In particular, bravery and courageous is often associated with the male gender. Therefore, as individuals come together to work in a team, there is an expectation to see the male counter parts exhibiting bravery and courageousness in their actions. Conversely, females are seen to be tenderer and considerate in their behaviour, as such in activities that requires working in teams, females are expected to exhibit such traits. Therefore the study hypothesize as;

H2: Gender moderates the effect of EI on TC.

In addition, some studies indicate that EI may differ with age and gender. For instance, Mayer et al (1999) unveils that grown-ups scored higher on an ability test of EI than teenagers and that women fairly score higher than men. Goleman (1998) mentioned that the effect of age suggests that EI increases with age, at minimum to the fifth decade in life (Bar-On, 2000). More so, Van Rooy et al (2005) studied the role of gender differences and age of 275 undergraduate students studying in a large South Eastern university. They found that females had higher levels of EI than males and age had positive and significant association with EI. Furthermore, a study conducted by Shukla et al (2016) concludes that there is a moderating relationship between EI and demographic characteristics (age, gender, family income, education). Nonetheless, in the study of Pooja and Kumar (2017), gender is seen to be insignificant in the relation between EI and leadership. With the above findings, knowing that most studies (Goleman 1998; Van Rooy et al., 2005; Shukla et al.,2016) confirmed the role age plays in moderating the effect of EI on TC, this study propose that age moderates EI effect on TC. Hence, it is hypothesized as;

H3: Age moderates the effect of EI on TC.

Apart from this, it is essential to note the particular social and psychological family issues that are significant for the growth of EI. Researchers (Harrod and Scheer, 2005; Kaur and Jaswal; 2005; Ozabaci, 2006; Nasir, 2011) have carried out studies to find out whether family income moderates the effect of EI. They are keen to know if greater family income leads to a better growth of emotional skills due to more positive family environment. Nasir (2011) conducted an empirical study and it support the accession that family income moderates EI. The monetary status of the family was recognized as well as the positive relationship between the levels of the participants’ EI. The results from these studies also support it (Harrod and Scheer, 2005; Kaur and Jaswal, 2005; Ozabaci, 2006). With these findings, this study attempts to find out if family income moderates the effect of EI on TC. Following this, the below hypothesis is developed;

H4: Family income moderates EI on TC.

**3 Variables Used**

Table 1, depicts the various variables used in this study. Sixteen variables categorised under four sub groups (Own Aware, Own Manage, Others Aware, and Others Manage) were adapted from the Workgroup Emotional Intelligence Profile-Short Version (WEIP-S; Jordan & Lawrence, 2009). In a study conducted by (Moore and Mamiseishvili, 2012) revealed that these variables of EI support the theory of EI on TC.

Again, four variables were adapted from the study of Rapisarda (2002). These were achievement orientation, empathy, influence and self-confidence. These variables formed part of the thirteen competencies from both self-assessment questionnaire / external assessment questionnaire and the emotional competence inventory (Goleman, 1998; Boyatzis and Goleman, 1998). There was a positive relationship between the first three variables of faculty and students ratings of TC. Due to the positive relationship of the above-mentioned variables on TC the current study adapted these variables.

In this study, we added the sixteen variables adapted from WEIP-S to the four variables from the study of Rapisarda (2002). Based on the detailed description of the variables provided in their study, two questions each was formulated. In the study of Rapisarda (2002), the variable (self-confidence) was negatively related to TC. Per this, this study aims to check whether there would be any statistical difference in the results of the previous studies. Some of the questions asked includes: I am a result oriented person, I easily adapt to sudden changes made in schedules to fulfil group assignments, when making a decision, I consider others opinions and decide which is better and I keep in touch with other team mates in order to maintain contact with them. TC on the other hand, was measured using thirteen variables adapted from Stokes (1983). These variables were classified under three main categories which are instrumental value, risk taking, and attraction to group members. For easy comprehension, all negative statements were reworded in a positive one. Questions asked includes: The group is candid with me, I have learned very much from participating in this group and there are many people I like as individuals in this group.

Table 1 Variables Used in the Study

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Variables* | *Competencies* | *Description* | *Measurement* | *Author / year* |
| **Dependent variable** Team cohesion | Risk taking | Is allowing members to easily disclosure intimate issues and express hostility and conflict | Stokes, 1983 | Stokes, 1983 |
|  | Attraction to group members | The extent to which the team is seen to be helpful and meet the needs of its members |  |  |
|  | Instrumental value | Is being fulfilling and arousing positive emotions that will cause the likeness and attraction amongst each other |  |  |
| **Independent variables**  Emotional intelligence | Self-confidence | Is having knowledge about one’s self-esteem and abilities | Self-assessment questionnaire/ external assessment questionnaire and emotional intelligence competency inventory (Goleman, 1998; Boyatzis & Goleman, 1998) | Rapisarda, 2002 |
|  | Achievement orientation | Ability to interpret, react and complete task |  |  |
|  | Empathy | Is the ability to sense others feelings, perspectives, and take an active interest in their concerns |  |  |
|  | Influence | The ability to Exercise effective tactics for persuasion. |  |  |
|  | Awareness of own emotions | The cognisance of one’s feelings in the now, and having the ability to reflect, discuss, and disclose it to others | Work group emotional intelligence profile- short version (WEIP-S; Jordan & Lawrence, 2009) | Moore & Mamiseishvili, 2012 |
|  | Management of own emotions | The ability to manage or redirect an emotion depending on its usefulness |  |  |
|  | Awareness of other’s emotions | The cognisance of others emotional displays and detecting false expressions of emotion |  |  |
|  | Management of other’s emotions | The management of others emotions to ensure that working relationship are maintained. |  |  |

(Source: Author’s compilation)

* 1. *Conceptual Model*

GenderAgeFamily Income

H4

H3

H2

EMOTIONAL INTELLIGENCE

TEAM COHESION

H1

The above model illustrates how Emotional Intelligence (EI) is hypothesize to impact Team Cohesion (TC). Also, the demographic factors gender, age and family income is hypothesized to have an effect on emotional intelligence which in turn influences team cohesion. However, the results indicates that EI positively impacted TC. So, the hypothesis H1 was accepted. Erstwhile, when the demographic factors moderated the effect of EI on TC it was statistically insignificant. Therefore, the hypotheses H2, H3 and H4 was rejected. Based on this model, EI affects TC but demographic factors does not affect the influence of EI on TC.

**LITERATURE REVIEW**

**The Theory of Emotional Intelligence (EI)**

Different authors have their own perspectives on how EI is defined and these set forth the theories of EI. EI theory stipulates a framework which helps students to be successful at the workplace after completion of their higher education (Liptak, 2005).

To begin with, Gardner (1983) addressed two types of EI which are intrapersonal and interpersonal intelligence. According to him, intrapersonal intelligence entails the capability to explore a broad spectrum of one’s emotions and the capability to immediately control and differentiate between those emotions, code them, and to use it to guide one’s actions (Gardner, 1983). On the other hand, interpersonal intelligence is the capability to discern and distinguish between others specifically their motivations and intentions, temperament and moods. It can be taught and nurtured as well (Gardner, 1983).

In addition, Daniel Goleman (1995) defined EI as an array of competencies unlike IQ, which is conventionally seen as a primary inborn trait that can be learned by anyone. EI involves skills such as motivation, diligence in accomplishing tasks and overcoming challenges, management and delaying desires and gratification, regulation of feelings, rational thinking and empathy. Goleman (1995) resolved that there are five basic EI competencies that forms the two main domains of EI.

Lastly, Mayer, Salovey and Caruso (2000) proposed that EI is a set of capabilities that illustrate how detailed interpretation of emotions guide’s people to overcome issues in their emotional lives.

**Who are IIT Students (IITians)?**

The report of the N R Sarkar Committee during the post-war in 1946 brought about the need for technical education and it led to the establishment of an advanced technology institute in Kharagpur. Some years later, it was elevated to the status of a technology institute (IIT). This simultaneously occurred with Nehru’s aim for a future in India where science and technology will play a significant role in development. From the onset, it was visualised as those institutes that could compare to the best of its kind in the world.

The fact that the model was adopted by MIT in Boston did not prevent other leading countries in the world from becoming involved in their planning and establishment. These included the United States, the Soviet Union, West Germany and the United Kingdom.

Over time, each IIT has developed its own identity. As a result, what was going on at American universities greatly affected what was going on at the IITs. IIT students (IITians) have begun to move to the United States for further study; more significant than that a large number of them have remained. Various studies have been carried out, and over the years the general trend has been that about 30% of them have settled in other countries. The review committee agreed in 1986 to minimize the loss of talent to India when some of the brightest minds in the country decided to settle abroad. IITs have different periods of its formation which are old IIT’s (7 IIT’s at least 15 years old), new IIT’s (9 new IIT’s formed during 2008-2012) and recent IITs (7 IITs established during 2015-2016).

**Learning and Developing Emotional Intelligence Skills**

Research suggests that EI competence can be taught and trained. Emotional life is a domain that can either be handled with greater or lesser skill, just as mathematics or reading, it requires unique set of competencies (Goleman, 1995). Goleman suggested that EI is made up of personal and social competencies. As personal competencies involve how individuals manage themselves whereas social competencies involve how individuals manage relationships. Goleman (1995) concluded that individuals who have emotional skills tend to be happy and successful in their lives, and this assertion proves that emotionally intelligent people know how to handle their own feelings and can cope effectively with other people’s feelings.

Similarly, Salovey et al. (2002) concluded that an individual capable of understanding emotions, knows how to sync and develop over time. Thus, that individual is truly endowed with the ability to understand important aspects of human nature and interpersonal relationship.

**Emotional Intelligence, Leadership and Success at the Workplace**

On the job, EI refers to how workers work, such as dealings between co-workers and encounters between heads and faculty members, students, stakeholders, etc. An organisation where people can effectively understand feelings can work together effectively to achieve the desired objectives. In order to be good employee, college student would need to do more than fulfilling the requirements of a job. Goleman (1998) opines that, irrespective of where people work, they are often judged on the abilities they possess other than job related skills. Therefore, to be successful, college students need to build EI competencies needed to excel in the workplace. Consequently, NACE’s current findings indicate that career counsellors need to continuously help their clients improve on both soft and hard skills.

Hard skills or career and job skills are the basic skills that college students need to possess to make them competitive at the workplace. Whereas **Table 2: Frequency Table**

|  |  |  |  |
| --- | --- | --- | --- |
| **Variable** | **Demographics** | **Frequency** | **Percent** |
| Gender | Male | 142 | 71.0 |
|  | Female | 58 | 29.0 |
|  |  |  |  |
| Age | 18-22 years | 188 | 94.0 |
|  | 23-27 years | 12 | 6.0 |
|  |  |  |  |
| Family income | Less than 1lakh | 62 | 31.0 |
|  | 1lakh-3 lakhs | 52 | 26.0 |
|  | Above 3 lakhs | 86 | 43.0 |
|  |  |  |  |
| Work experience | Yes | 7 | 3.5 |
|  | No | 193 | 96.5 |
|  |  |  |  |
| Department | Chemical | 33 | 16.5 |
|  | Petroleum | 75 | 37.5 |
|  | Civil | 33 | 16.5 |
|  | Computer sci. & Engg. | 37 | 18.5 |
|  | ECE | 22 | 11.0 |

Source: (Author’s compilation)

personal skills are the secondary skills needed to be competitive at the workplace. The third skills are social competence skills. These skills are based on a confluence therapy model.

Conversely, institutions, companies or organizations require good leadership and it is important to understand that leaders make decisions and overall governance. Leaders will make the best decisions and realize the effects of emotions and how it helps achieve organizational goals.

Also, leaders who are emotionally intelligent helps organizations to succeed continuously. An organization with emotionally intelligent leaders has inspired, effective, efficient and committed employees. EI is appropriate for any human activity either in academia or in the industry.

# Rosemary, (2011) concluded that, “technical competency and intelligence are important assets for every worker, but when it’s down to you and another candidate for a promotion or new job, dynamic interpersonal skills will set you apart. According to [one survey](https://www.careerbuilder.ca/share/aboutus/pressreleasesdetail.aspx?id=pr652&sd=8%2f18%2f2011&ed=8%2f18%2f2099) of hiring managers, almost 75% of respondents suggested that they valued an employee's [EQ more than their IQ.](https://www.verywellmind.com/iq-or-eq-which-one-is-more-important-2795287)(CareerBuilder Survey, 2011)

# In addition, emotions have a great effect on leadership and consistency of decisions give rise to EI. As EI is about teamwork, leadership, collaboration and vision.