

Periodic Research

Imparting Emotional Intelligence in Educational Institutions

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Abstract

Emotional Intelligence is the key to both personal and professional success; it is a supporter to one's technical competencies. Managers are one who is in direct contact to people in an organization; therefore their emotional competencies cannot be compromised for the smooth running of the organizations. Today's organizations are learning organizations supporting frequent changes in work environment. To sustain in such dynamic work environment requires much of emotional labour. So, inspite of leaving it for students to gain from experience, educational institutes should take initiative in imparting it to students. The study having a qualitative approach attempts to portray the need of imparting EI in management students, through universities taking initiation of introducing it in the course structure. The future researchers can also lead the path to develop structured program on EI.

Keywords: Emotional Competencies, Technical Competencies, Educational Institutes, Dynamic Work Environment.

Introduction

"We are being judged by a new yardstick. It is not how smart you are but how you are smart! The technical skills or the business expertise that so often propelled people to the top are not the abilities that make you effective in inspiring people, in guiding people, in coaching, developing and motivating people"

-Daniel Goleman in Emotional Intelligence

Emotional Intelligence (EI) is the key to both personal and professional success. It is the capacity to be aware of, control, and express one's emotions, and handle interpersonal relations judiciously and empathetically.

The concept of Emotional Intelligence (EI) is not new. It has its existence from ancient times. However, the term was not coined till then. The first use of the term was done by Wayne Payne in his doctoral thesis, A study of Emotions: Developing Emotional Intelligence in 1985. It was not earlier than 1995 that the term gained popularity when Daniel Goleman sighted IQ a less powerful predictor of outstanding leadership than EQ.

Human assets are the most vital in the dynamic work environment. A competent leader should understand emotions and create a synergistic energy among the workplace to sustain. A person spend his initial stage of life cycle in educational institutions, therefore it becomes institutions responsibility to impart EI in students along with IQ.

Objective of the study

1. To find out whether any EI input exists in higher education curriculum of Assam.
2. To study the relevance of EI among students and teachers of the institutions.
3. To study the significance of EI as a supporter of technical skills.
4. To examine the Emotional Quotient (EQ) of the students in the higher educational institutions.
5. To suggest appropriate parameters to impart EI in higher educational institutions.

Research Methodology

Research Style- Diagnostic & Qualitative.

Sample Area- MBA departments of 4 (four) Government owned universities of Assam.

Sample Size- 407 respondents-

Dibrugarh University – 96
Tezpur University – 87
Guahati University – 88
Assam University – 136

Sampling Technique- Survey

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Data Collection Methods

Schedule, Questionnaire, & Course Curriculum of the four universities.

Table-1 Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.584	.593	17

As the value of cronbach's alpha is > 0.5, therefore the data collected are reliable.

Analysis & Findings

Objective. 1

To find out whether any Emotional Intelligence inputs exists in the higher education curriculum of Assam.

In order to know the pattern of education availed by our management students from the four universities of Assam, course curriculum of all the universities were gone through. All the universities provide 2 (two) years fulltime Masters in Business Administration course divided into four semester. The course provides students with dual specialization program, giving all required conceptual knowledge on general and specialization papers.

There are all together 30 to 36 papers studied by students within the tenure of 2 years, including industry exposure in the form of 2 months internship program. Broadly, there are 8 (eight) area of specialization for managers to choice to attend expertise within universities of Assam, likely- Finance; Marketing; Human Resource; Production/ Operation, Information Technology/Systems, Small Business and Entrepreneurship Development; Tourism, Hospitality and Event Management.

Objective. 2

To study the relevance of Emotional Intelligence among students and teachers of the institutions

It is understood that all knows the importance of emotions in corporate sector and vitality it can have in the performance. They believe human being the most important asset of any organization, emotions at workplace cannot be subdued. They know managers have to tackle others in person, and would require a lot of emotional balance.

Table-2 Managers Need to Understand Others Feeling

	Yes	No
Managers need to understand others feelings as well	97%	3%

Through Summer Internship students get a chance to capture a glimpse of the life in the corporate sector while as student, but this opportunity is very much wasted by students due to lack of sincerity. However, they agree that EI would help get better out of the people, it's preaching and learning is often overlooked. Survey shows-

Table-3 Emotional Intelligence Helps Judge People

	Yes	No
Emotional Intelligence helps better judge and get the best out of the people	87%	13%

To survive in this cut throat competition personal competencies are much more vital then technical competencies. Our survey among students and faculties also says-

Table-4 Competencies important for success

	Technical Competencies	Personal Competencies	Both	Don't Know
Important drive to success	5%	14%	79%	2%

While discussing on the EI and its impact with the faculties, few summarization of the concept were noted such as-

1. Using of emotion;
2. Not showing emotion;
3. Helpers to decision making, and work-life balance;
4. Adjusting to situations;
5. Capacity to handle situations, and being emotionally matured;
6. Balanced behaviour;
7. Love for nature;
8. Intelligence level differing due to one's emotion;
9. Managing emotions, controlling one's emotions, and understanding others emotions;
10. Personal capabilities to carry oneself;
11. Managing workplace tactfully, and leading emotionally balanced work-life;
12. Understanding emotions;
13. Sensibility;

With difference of conceptualization for EI, they commonly believe that EI is helpful in corporate sector. It is needed in all sector of business especially in relation building, stress management and salesmanship, maintaining professionalism, and understanding psychology of colleague and boosting them towards goal achievement. As faculties signifies EI importance, it development among management students is highly valuable. Though not through classroom teaching, but through counseling and other extra-curricular activities. Few initiatives as sited by our faculties for imparting EI among students are-

1. Equal opportunity cell;
2. Personality development, spiritual training, meditation, and yoga classes;
3. Counseling sessions;
4. Soft skill development like- communication skills;
5. Relation building;
6. Corporate-university interface;
7. Conferences & Seminars;
8. Art of Living;
9. Faculty Development Programs, etc.

Few subjects in our course do provide insights on EI like- organizational behaviour, human resource development, and service marketing. In whatever manner the preaching on EI need to be delivered, its essence should reach students mind and they start valuing it.

Table-5 Emotional Intelligence Support Technical Skills

	Yes	No
Emotional Intelligence a better exposure to one's technical skills	76%	24%

Objective. 3

To study the significance of Emotional Intelligence as a supporter of technical skills "Soft skills matter even more for success in hard fields." (Goleman, 1998)

"Organizations going through the greatest change are those who need emotional intelligence the most." (Goleman, 1998).

Our country ancient literature and historical events of great change depicts the same, that great change requires strong emotional labour. Those, enforcing such labour become the legend, and those the mighty and powerful having even the huge and limitless resource of technical expertise has to fall.

In our two cases studied from events occurred in ancient India, of that of, the Great War of The Mahabharata and the strategic crowning of Chandragupa Maurya as the emperor of the Magadha and that of the united Bharat, made Lord Krishna and Pandit Chanakya the two most remembered strategist of all time. They, attended immorality in the minds and working of the people. The policies and strategies sighted by them are still used to run the today's organizations. Time has not been able to deprive their magic. Both didn't let their emotion conquer their thought; however they very well knew the art of acting on others emotions, and reaching their defined goals.

Case:1 Formation of the Maurya Dynasty

Earlier, about 2300 years ago, a kingdom of 'Magadha' was run by a devastating King Dhanananda of the Nanda Dynasty. Grief of the citizen, their undue exploitation and all malpractices of the society were in common practice within the kingdom. A Sage Chanakya decided to divert the course of action and bring change to the condition prevailing. His strategies lead to the downfall of Nanda Dynasty and unification of one Bharat under the leadership of Chandragupta Maurya (the founder of Maurya Dynasty) around 322 BCE. King Chandragupta with the advice of his Prime Minister Chanakya also defeated Alexander the Great and saved Bharat from foreign invasion. After, successful establishment of the Maurya Emperor, he compiled all his strategies and other principles of leading a kingdom in his 'Arathasastra'- science of wealth. [Maurya Dynasty realm- 322 BCE to 185 BCE]

The need for such a great change was due to - King Dhana Nanda greed and lust, which made him an unfortunate king for his citizens, and forced the kingdom to hell, having all malpractices, with letting none to raise the voice.

Case 2: The Mahabharata

The Mahabharata is one of the great epic of the country. The war of Mahabharata was fought about ages ago, among the members of the royal family of the Hastinapur for throne. It was the greatest war fought to establish truth, justice and religion within the emperor.

The time witnessed the flood of blood flowing in the land. The war was fought between Kauravas and Pandavas. Kauravas the evil minds, wanted to rule the throne which legally belonged to Pandavas, with the aids of nasty and destructive tricks of Gandharraj Sakuni. Pandavas the noble were very capable and efficient, lead the path of truth and justice

following Lord Krishna guidance, but had to live exile for years due to Kauravas undue means.

In reality it was a war due to-

1. King Dhritarashtra blind love for his children, made him bow for the desires of his elder son Duryodhana and his unjustified march for the throne. Son love made, the King overlook the differentiation of right and wrong, truth and false, religion and non-religion. Lead to the destruction of the whole family and downfall of all the supreme of the court.
2. Gandharraj Sakuni (the wise) anger towards the governors of Hastinapur, for arranging the marriage of his beloved sister Ghandhari with blind Dhritarashtra and making her choose darkness of her life. He landed through his corrupt policies to the brutal murder of all sons of his beloved sister.
3. King Panduhasty decision of choosing a forest life with his wives, letting arrogant Dhritarashtra rule the throne in his behalf, in the guilt of mistakenly murdering a Saga and his wife at their personal time. He left without thinking of kingdom future and its prosperity.
4. Mighty Bhishma (Devavrata) oath of lifelong celibacy and relinquishment of his right to the throne, to fulfil his father ambition of marrying a fisherwoman, resulted to lifelong suffering for himself and unfortunate event for the kingdom and relations.
5. The society demanding change from the old and obsolete principles and policies, and adoption of the new one, with the help of Lord Krishna.

In actual sense the war was not between Kaurava and Pandava, they were the puppets in the hands of two wisest of the era, the heroic Lord Krishna and the cunning Gandharraj Sakuni. It was a game of strategies among the two leading, on which the Kaurava and Pandava had to act.

Like a tree which does not bow against the wind has to perish, same were the cases with Nanda Dynasty and the supreme's of the Hastinapur the Kauravas, as they unheard the biccon of change and followed the old tradition having immense proud and confidence on their technical skill felt drastically.

To substantiate the significance of EI in comparison to technical skills, Daniel Goleman thoughts are compared to the preaching of our ancient literature.

Claudio Ferandez

Araoz from Egon Zehnder International's Buenos Aires office, compared success rates of high executives. In Latin America, he found that the managers who failed were high in expertise and IQ, but their fatal weakness was in emotional intelligence. Parallel were the results in Germany and Japan. In Germany the proportion of failure due to deficit of EI were three fourth, in Japan it was little more than half, whereas the highest was in Latin America, and seems to imply almost certain failure. Latin America saw a huge rate of change in the recent years. There were new forms of organization, new mergers and coalitions, new technologies, and new rules. It was found that a lack of emotional intelligence in such an

unstable environment means certain failure (Goleman, 1998, pp. 41-42).

Therefore, it can be derived from the cases studied, that kingdoms/ organizations cannot be relied just on technical skills in changing environment. Those, lacking emotional intelligence skills perish and conquered by the emotionally laboured ones. And, today's Learning Organizations has to be emotionally intelligent to survive and get competitive advantage.

The competencies one needs for success may change as one rise through the ranks; in organizations senior executives needs a greater degree of political awareness than middle managers. For best nurses, it's a sense of humour; for bankers, respecting customers' confidentiality. At the Internal Revenue Service, the best tax collectors are strong not just in accounting, but also in social skills. Close to three hundred different company-sponsored studies show that across a wide array of jobs the recipe for excellence gives far more weight to emotional competencies than to cognitive abilities. To be sure, many people have gotten to the top despite flaws in emotional intelligence; that's long been a reality of organizational life. But as work becomes more complex and collaborative, companies where people work together best have a competitive edge. In the new workplace, with its emphasis on flexibility, teams, and a strong customer orientation, this crucial set of emotional competencies is becoming increasingly essential for excellence in every job and in every part of the world (Goleman, 1998, pp. 28-29).

For instance- Management of Kauravas & Pandavas in Kurukshetre Battlefield

In the battle field of Kurukshetra on one side were the undefeated Kauravas and on other stood the brave Pandavas. The Kauravas side were the mightier and great warriors like Bhishmapitamah, Guru Drone, Karna, Duryodhana, and many more, along with huge chain of army support, with Sakuni as there strategist. The Pandavas had Arjuna, Bhima, and few others with a small troop of army in comparison to the Kauravas, with weapon less Lord Krishna as there guide. Despite of large armed strength and technical expertise the Kauravas had to face defeat, and exile to the heavenly aboard. Among the many the reasons of such result, one was Kauravas rigid management policy. The administrator of their army was selected on the basis of technical competence only overlooking the emotional competences, with the administrator having responsibilities without much authority. The authority lied solely in the hands of Prince Duryodhana. On the other hand Pandavas adopted the modern management style. The army under the chief-commander Arjuna was divided into various groups, each having an individual commander boarded with the adequate responsibility and subsequent authority to perform their act. The commanders were chosen on the basis of both technical expertise and emotional competencies. Any important decision and future

strategy were discussion among all commanders and guide Lord Krishna before implementation.

Again Kauravas Fought the War with Different Motto

Bhisma due to the oath to the Hastinapur Throne, Drone love for his son Ashwathapa (friend of Duryadhana), Karna to prove his supremacy over Arjuna. That's why even the strategies of Sakuni could help Kauravas, as there great warriors had emotional instability. The Pandavas fought in unity for the establishment of truth and justice, and showed the high power of emotional stability.

An Example by Goleman

Working with Robert Buchele, a labour economist at Smith College, it was found that, indeed, the higher the level of the job, the less important technical skills and cognitive abilities were, and the more important competence in emotional intelligence become. Research of Hay/McBer with hundreds of top executives at fifteen global companies- including IBM, PepsiCo, and Volvo showed the importance of emotional competence for executive and leadership positions in business. The best leaders show 90 per cent of their success in leadership attributable to emotional intelligence (Goleman, 1998, pp. 33-34).

Kingship of Dhritarashtra v/s Yudhistira

Dhritarashtra the Acting King of Hastinapur had a mesh in his kingship. His judgement overpowered by his fatherly love for his hundred sons. He guided by nasty Sakuni, often endorsed his sons actions, at the cost of truth and justice. He was a strong believer of success lying in technical skills, tickled the emotions of the supreme warriors of the court and bounded them to the fight for him and his sons, despite understanding the agitation among these great warriors. Resulting mass destruction and popping of all the evils of the society within the kingdom.

Yudhistira, trained in religion, science, administration and military art, governed his kingdom with piousness. He believed in governing with strict adherence to the duties and service towards his people. He valued others emotions and decide on matters collectively. He under the guidance of Lord Krishna was devotee to right and justice. He considered others feelings and regulates them to the betterment of all, considering everyone equal in the eyes of religion, law and justice. His kingship earned satisfaction and prosperity to the kingdom.

An Example by Goleman

A cultural affairs officer at a U.S. embassy in North Africa, was asked to show a film featuring an American politician great reviled in that country. If he shows it, local people will be offensive and if not shown, the headquarter will be upset. As a solution to the problem he showed the film on a holy day, when no one comes. Such brilliant bit of common sense exemplifies practical intelligence, a combination of technical expertise and experience. Expertise is a baseline competence. The other competencies bought to one's expertise determine performance. Supervisors of technical and professional workers, need to have some degree of expertise in their area. So, to a degree, experience and expertise, like IQ,

matter- but there is much more to the degree when it comes to excellence (Goleman, 1998, pp. 20-21).

Arjuna Choice between Unarmed Krishna and His Potent Army

Before the commencement of the war of Mahabharata, both Duryodhana and Arjuna went to Lord Krishna to seek aid in the war for their respective side. Duryodhana arrived first, but the Lord was asleep. Filled with vanity Duryodhana sat near his head to wait. Arjuna arrived later and took his place humbly near the foot of the Lord.

As Lord woke up he first saw Arjuna and asked him to choose between armless Lord himself or his potent army. Arjuna knowing the value of true guidance and respect of others emotions left the powerful army and opted for the Lord, against the technical expertise, whereas Duryodhana overjoyed with the army returned to prepare for war.

Ages back Chanakya in his Arthasastra (science of wealth) mentioned about the wisdom rather than mere knowledge to be the pillars of successful and prosperous kingdom.

The chief of corporations should endear himself to all the people by leading a virtuous life, by controlling his passions and by pursuing that course of action which is liked by all those who are his followers (Kautiliya's Arthasastra, 1915, p. 545).

Here, Chanakya chants that a good leader should be virtuous; he should act wisely and regulate emotions of others for the benefit of his corporation. He should keep his emotions to check, and act only by understanding and assessing other emotions and of his subordinates.

Great Warrior Arjuna

Arjuna was a great archer and the protagonist of the Mahabharata, with a soft heart. He was highly qualified, though lead a common life. He never let his anger conquer his vision. His dedication towards any work performed was unbreakable and had immense love and respect for others. There are many instances in Mahabharata where Arjuna subdued his anger and zeal, analysing the circumstances and humbly took steps needed best at times. Though weapon with best technical skills, he gave more importance to emotional competencies to gain excellence.

Absence of discrepancy (avipratipatti) in the perception of sound, touch, colour, flavour, and scent by means of the ear, the skin, the eyes, the tongue, and the nose, is what is meant by restraint of the organs of sense. Strict observance of the precepts of sciences also means the same; for the sole aim of all the sciences is nothing but restraint of the organs of sense.

Whoever is of reverse character, whoever has not his organs of sense under his control, will soon perish, though possessed of the whole earth bounded by the four quarters. Eg: Ravana unwilling under the influence of vanity to restore a stranger's wife, as well as Duryodhana to part with a portion of his kingdom.

Thus, these and other several kings, falling prey to the aggregate of the six enemies* and having failed to restore their organs of sense, perished

together with their kingdom and relations (Kautiliya's Arthasastra, 1915, pp. 15-16).

Here, Chanakya chants, that a person who is in the grasps of lust, anger, greed, vanity, haughtiness, and overjoy, has to face the consequences, despite of his IQ and technical expertise. Just like the wise and fearless Ravana had to perish for his vanity; Duryodhana also for the same; Dhanananda for his lust, vanity and haughtiness.

Hence by overthrowing the aggregate of the six enemies, he shall restrain the organs of sense, acquire wisdom by keeping company with the aged; see through his spies; establish safety and security by being ever active; maintain his subjects in the observance of their respective duties by exercising authority; keep up his personal discipline by receiving lessons in the sciences; and endear himself to the people by bringing them in contact with wealth and doing good to them (Kautiliya's Arthasastra, 1915, p. 17).

An administrator must conquer the six enemies as mentioned above and head towards achieving wisdom. He should select his companion with caution and gain advice from the experienced ones. He should have a kin watch over matters and territories from the eyes of his spies, and remain always alert in maintaining safety and security of his organization and people. He should be influential enough to motivate his subordinates towards organization goal and make them work under the perseverance of organizational vision. The subordinates should be well paid off for their work and lead to good life, than only they will work with full devotion and remain loyal to the administrator. He should maintain upgradation of his knowledge base and never feel contempt in acquiring more knowledge and expertise. For instances, the kingship of King Yudhishira and discussed earlier.

The great divide in competencies lies between the mind and heart, or, more technically, between cognition and emotion (Goleman, 1998, p. 23).

Comparison of two of the smartest person know by author is made, one who score perfect in competitive exams, but not a performer in school and a dropout for 10 years, today running a one-man computer business. Other one was a math prodigy the youngest and brightest among all. Despite of often being taunted and bullied, he stood his ground against the biggest hulks in school. In due course became the head of one of the most prestigious mathematics departments in the world.

When IQ test scores are correlated with how well people perform in their careers, the highest estimate of how much difference IQ accounts for is about 25 per cent. This means that IQ alone at best leaves 75 per cent of job success unexplained.

Paradoxically, IQ has the least power in predicting success among that pool of people smart enough to handle the most cognitively demanding fields, and the value of emotional intelligence

*Six Enemies- lust, greed, anger, vanity, haughtiness, overjoy for success grows more powerful the higher the intelligence barriers for entry into a field. In MBA programs or in careers like

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engineering, law, or medicine, where professional selection focuses almost exclusively on intellectual abilities, emotional intelligence carries much more weight than in determining who emerges as a leader. What we learned in school distinguishes superior performers in only a handful of the five or six hundred jobs for which competence studies had been done. It's just a threshold competence, one need to get in the field, but it does not make one a star. It's the emotional intelligence abilities that matter more for superior performance. (Goleman, 1998, pp. 18-19)

In Mahabharata also as the Kauravas and Pandavas received same lessons from their Guru Dronacharya, Kauravas lack on emotional competences made them disposed to the six enemies (lust, anger, greed, vanity, haughtiness, and overjoy) and to perish. And Pandavas as acquainted with both technical and emotional competencies even leading a tough life succeed achieving in their goals.

Therefore, the above discussion reveals the fact that emotional competence supports one's

technical expertise. Emotional competence helps a person to lead a virtuous life, not letting one become slave to the six enemies. Potent leaders show emotional intelligence qualities in ancient kingdoms as well in today's organizations. Study of present and ancient literature proves value of emotions in success and failure, despite technical competencies. It also states, that people actions are bound to emotions therefore, emotions are vital in acquiring and disposing of individual skills. Both our case studied depicts the strength of mind over arms, emotional stability and focused goal can conquer the mightiest kingdom, with limited armed force. Centuries later, today's philosophers again spotlighted the value of emotional stability and competencies to organizational success and key to effective leadership.

Objective. 4

To examine the Emotional Quotient of the students in higher educational institutions.

Table-6 Result showing respondents analysis of their emotions to defined situations

Parameters	Results of the study (in percentage)				
	Completely true	Mostly true	Somewhat true/false	Mostly false	Completely false
Situation Analysis	9	29	40	15	7
Stability of mind	4	24	33	27	12
Shifting of focus	40	29	18	10	3
Awareness of comfort-zone	36	37	16	8	3
Window dressing attitude	28	29	27	10	6
Goal oriented	23	31	30	8	8
Self-motivation	2	8	15	27	48
Inferiority feeling for self (look/behaviour)	30	34	23	10	3
Ethical Values	26	35	29	6	4
Environment adaptability	17	35	29	13	6
Overanalyze situation	10	24	29	23	14
Night thinker	14	20	17	23	26
Knowing the way to hear one's own voice	17	26	20	21	16
IQ important than EQ	42	32	18	5	3
Awareness of one's weak areas	60	29	7	3	1
Awareness of one's skill and its proper utilization	32	42	21	4	1
Consult before deciding	24	34	23	14	5

Situation Analysis

Majority 40% students remain diplomatic to the statement; only 9% agreed they feel nervous without knowing the reason of their nervousness; whereas 7% strongly denied the statement. Most of the students are not always able to correctly analysis situation as per their capabilities; they mostly underestimate themselves leading to fear or nervousness at situations or events. A few only showed confidence in evaluating their skills to situations, whereas few accepted their inability to analysis situation.

Stability of Mind

12% students say that they can regulate their thoughts, and remain optimistic, at any situations, whereas 84% are not that confident that they can remain optimistic at any situation and look at the brighter side of the think. 4% strongly agreed that they cannot be optimistic to situations, once something

negative pops in their mind they can't focus on the brighter side. Most of the students don't pose stability on mind. They become pessimistic to things or situation, their mind stops evaluating on positivity, their thoughts become more and more negative.

Shifting of Focus

40% students agreed they cannot divert their thought from what bothering them. However, 3% were firm on their ability to divert. Maximum about 69% were in the favour of the statement. Very few have reliability that they can shift their focus to other things which is not bothering them. However, majority about 40% students admitted they have problem in shifting their focus from things that bother them.

Awareness of Comfort-Zone

3% students know the boundaries of their comfort zone, with few shortfall in the analysis of situation, 11% being unaware and 16% judgements are periodical. Only 36% students are certain enough

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in knowing their strength and shortfalls, whereas 3% having no idea about it. Most of the students knows or has idea of boundaries of their comfort zone. They know their abilities to what extent a situation can be handled by them.

Window Dressing Attitude

To the above statement 28% students agreed they can hide their true emotions and be nice to a person whom they actually don't like, whereas 29% are certain they can but with a doubt. 16% can't hide their emotions and 27% showed subjective behaviour. Students seemed to be good at hiding their true emotions at situations. Most agreed that they can window dress their attitude and act nicely to the person whom they don't like, if doing so becomes the need of the time.

Goal Oriented

In the above statement when asked of their 5 years planning 16% students did not have any such planning, 30% confused and only 23% knew exactly what their aim is. Surprisingly only 23% have defined aim towards achievement, remaining is uncertain about it and few are like totally aimless.

Self-Motivation

Only 2% student agreed that they can motivate themselves to remain focused on hard times. Large as 48% students get demotivated to hard times. Self-motivation is a thing that is very less in students. Most that drown by bad time very few has the courage to remain calm and motivated to face the hurdles.

Inferiority Feeling for Self (Look/Behaviour)

Majority didn't oppose on the statement, only 3% of the respondents opposed strongly to the statement, and showed a superiority feeling for self, 23% remaining neutral, and 30% confirmed they feel inferior for their appearance. Inferiority feeling for self is high among students. They get attracted to other's personality, and feel ashamed of themselves in front of the appreciated person. They lack confidence in self and look matter a lot for them.

Ethical Values

Only 26% students' stand firm on ethical consequences while making any decision, whereas 4% has no difference on ethical consequences of the act, rest 70% showed mixed feeling. Though firm on ethical values, students were ready to get acquainted to the practical scenario of corporate life. They are ready to be target achievers even at the cost of ethical consequences. However, their support to such cases may be subjective.

Environment Adaptability

17% students said they can suppress their true emotion and express happiness at a function even if they are not enjoying it, of which 35% can do so with some fluctuation in mood. 6% admitted they cannot showcase false expression, rest often swings with mood. Students gets adapted to situations if forced into, however their adaptation is subjective it swings with their state of mind. They cannot do so every time, it is periodical and depend upon the situational need.

Overanalyze Situation

Not a strong opinion was formed for or against the statement; highest 29% gave a neutral answer. Only 10% gave a positive and 14% negative

conformity of the statement. Students had scattered answer, the group seems to be divided into 50:50 ratio, half with the motion and other half against it.

Night Thinker

When asked about problems, keeping them awake at the most varied answers were opt. 14% agreed problems make them awake at night, whereas as 26% disagreed to it. Only 17% opted a neutral answer. Though a mixed answer came, but majority disagreed the statement. They said problems not often keep them awake at night. They tend to have a complete sleep and start the day fresh.

Knowing the Way to Hear One's Own Voice

A very narrow group of 17% students indulge in activities that get them in touch of their emotions. 16% doesn't exercise any such activity. Rest students were not able to give any concrete answer. Not much students have hobbies that get them connected to real them. They are more indulging in worldly things and get their time spent. They get themselves so busy in things that their real potential remains untouched.

IQ important than EQ

In the battle between IQ (Intellectual Quotient) & EQ (Emotional Quotient) importance in decision making, IQ seems to win the ground with 74% students in favour of it, whereas only 8% gave importance to EQ, rest 18% were with no definite opinion. Students agreed that logic plays a more crucial role than emotion in making decisions. They sense that logical decisions are more appropriate than emotional ones, as it help judge the profitability and success rates.

Awareness of One's Weak Areas

To the statement a high percentage of students agreed 60% students know their skills and its need for improvement, only 1% not aware of the skills requiring more concern. Overall, 89% students showed positive response to the statement, 4% with a negative response and 7% with no definite answer. Majority of the students are humble enough to admit the fact that their skills require improvement. They understand that what they know is not enough and they have to go long way. However, few are there who are satisfied with their bucket of skills and think there is no further need for improvement.

Awareness of One's Skill and Its Proper Utilization

1% of the respondent completely denied with the statement, 4% having a negative view. 21% remains neutral and 74% showed positive attitude, with 32% completely agreeing it. In lieu of their weakness, students are also aware of their strength, and know what help they can be for their team.

Consult Before Deciding

Majority agreed to the statement, only 5% denied it completely and 14% denied with few flaws, while 23% gave a mixed answer. 24% completely encouraged the statement, with 34% remains optional at some cases. Students believe in taking consultation on problems in some cases, so that right decision is made. Few are highly confident to make the right choice of their own.

Outlook towards Plan Failure

7% of the students admitted, they get discouraged and drop the whole idea, once a plan fails. 25% start contemplating, whether it's worth

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trying again, and 68% take it as an opportunity. Our students are optimistic and never to give-up types. As per the answer goes they don't get discouraged with failure, rather take it as an opportunity.

Table-7 Outlook towards Plan Failure

View it as an opportunity to make a new and better plan	Get discouraged and drop the whole idea	Contemplate whether it's really worth trying again
68%	7%	25%

Attitude towards Tight Situations at Work or School

65% students try harder to improve their situation at complex times, whereas 4% are the type to leave the ground. 31% are someone who neither try hard, nor leave the ground. Our students are the one who stands firm at complex time and are ready to bear the hardship. Most are not scared of complexity, rather they are the fighters and ready to handle any complex situation, ground leaving type are very less. They will stand still if nothing could be done, but flying off is not an option.

Table-8 Attitude towards Tight Situations at Work or School

Stop trying	Don't try much harder, but don't even give up	Work harder
4%	31%	65%

Attitude on Discovery of One Being an Employee of an Unethical Practicing Company

When asking about, what they would do if the company they are engaged in are in unethical practices, only 7% thought of quitting the job, 2% said they will be upset but fear of not might getting another job may make them stick to it. 9% confirmed they will stick around; for 10% of the student it won't make any difference and they will continue with the job. Majority 41% said, they will write a scathing letter or speak to the head and try changing the malpractices. 9% would talk about it with family, friends and colleagues with less hope of making any difference. 22% would try to take considerable action and report the matter to proper authorities with proper evidence. Our students' sounds ethical and quick reactor to situation. Majority said they will text or speak to the head and contribute in changing the malpractices, whereas the other group decided to take action, gather evidence and give its report to proper authority so that a justified action can be taken against the company. Others choose to stick to the business and become an observer of malpractices going on.

Table-9 Attitude on Discovery of One Being an Employee of an Unethical Practicing Company

Quit job	Get upset, but won't quit	Stick to the job	Just do the job	Insist of change the practice	Complain to friends and family	Report to proper authority
7%	7%	3%	0%	45%	6%	32%

Advocating a Product Just for Its Sell without Noting the Need of The Client

18% of the respondents said, they would never advocate a product to a client which doesn't fit his/her need; 9% said they would do anything to meet the target. A rest 73% student doesn't clearly mention the fact. Majority students hesitate to give a genuine answer to the question. For them hitting the target is most essential, however if there are chances then they will try to safeguard their client interest, but not at the cost of their own.

Table-10 Reaction towards Advocating A Product Just for Its Sell without Noting the Need of The Client

Absolutely not	Probably not	Maybe	Probably	Absolutely
18%	25%	32%	16%	9%

In job what matter more Salary/ or Satisfaction, what one should do if he/she is discontent with the job

For the mentioned question a situation was given to the students describing Amelia's unhappiness with the job, despite a great salary package. They were asked to give their view on the best remedy to Amelia's problem. To that majority about 49% students opted that the best way is to talk straight to the boss and come to a solution; 9% suggested to quit the job before things turns to worst; 26% gave job-hopping advice; 9% suggested to stay quiet and look forward for thing to turn favourable; 1% to sabotage at work to be fired; 6% didn't have any suggestion. To the mentioned situation most agreed

that discussing the problem with the boss is the foremost best option; many suggested job-hopping to be the second best thing to do. Our students seem to sensibly handle the situation, than getting over-excited and running off from it

Table-11 In a job ones interest on salary/ or satisfaction

Talk to boss	Quit the job	Job-hopping	Stick to the job	Sabotage at work	Don't know
49%	9%	26%	9%	1%	6%

Most Challenging Think to do, When One Feels Sad

When asked about most challenging task to be performed with a sad mood majority 33% students think to cheer a friend who is not doing well is most challenging; 30% said they don't like listening music; 15% can't decorate the house; 10% can't give well wishes; 12% said these are not that challenging, there are other things apart from the options that challenge them more. Students said all activities are like challenges with a sad heart, for picking up one from the option; highest count went for to cheer a friend who isn't doing well. Our respondents with a sad mind does not have the courage to give consoling word to others pain.

Table-12 Most Challenging Think for One to do While Been Sad

Listen to music	Decorate the house	Cheer-up a friend	Giving well wishes to others	Don't know
30%	15%	33%	10%	12%

Despair is a Combination of

When asked to describe despair in two words 41% described it as Hopelessness & Sadness; 10% defined it as resentment & grief; 16% didn't define it. Our students feels hopeless and sad at despair situation, they don't shown an aggressive behavior rather remain silent full of sadness.

Table- 13 Despair is a Combination of

Anger & bitterness	Frustration and excitement	Hopelessness & sadness	Resentment & grief	Don't know
14%	19%	41%	10%	16%

Emotions not Counted as Joyful

When asked which one of the emotions doesn't come in respondent definition of joy, anxious and carefree emotions got the highest count of 36% and 23% respectively; ecstatic and glad settled with 10% and 13% count; while 18% respondents still remained silent. Students don't let anxiousness and carefree attitude to overpower them when they are happy. They experience joy, but at the same time don't let count on situation and never leave themselves loose, they remained controlled with their action.

Table-14 Emotions not Counted as Joyful

Ecstatic	Anxious	Glad	Carefree	Don't know
10%	36%	13%	23%	18%

Objective. 5

To suggest appropriate parameters to impart Emotional Intelligence in higher educational institutions

The study states the importance of Emotional Intelligence on student's career development, but there is not much sources to develop student's EI in our course curriculum. Universities MBA course work are more theoretical then practical. To provide students with some real time situation analysis, specific case study on emotional intelligence can be given to students for diagnosis and come up with some effective prognosis to the problem encountered. Such activity will acquaint students with the applications of EI and the significance it play in work environment.

Structured teaching programs on EI can be introduced in management course work of universities. It can help students to relate emotions to work. Subjects like applied psychology can be introduced as core paper in the course work as done in streams like engineering, medical science, or any other professional courses. This would help would be managers to cope with diverse workforce. Though there are papers like- organizational behaviour, consumer behaviour or human resource management dealing with business environment and human capital, but psychological inputs may help in better understanding of work culture and working habits of fellow colleagues.

Specific Faculty Development Programs (FDP) on EI can be initiated by universities for management educators in periodical basis. This may help in enhancing their EI, so that they can impart EI return to their students.

Universities can encourage preaching of our ancient literature as it contains management fundas that are quite prevalent in present age. Records of

occurrence of ancient events are enriched with preaching of implication of EI in management. Literature like- The Mahabharat, Ramayan, or Kautilya's Arthasashtra are rich sources of management learning and strongly depicts the role of emotions in one's action and its consequences. These literatures not only depict our rich cultural heritage, but are sources of great learning.

Universities can also initiative programs like equal opportunity cell; personality development; spiritual training, meditation, yoga; counseling sessions on EI; development of soft skills like-communication skills, relation building, etc.; corporate-university interface; conference & seminars on EI. Organization of such events would help boost EI preaching in universities.

Findings of the study

The study helped to find the relevance of Emotional Intelligence in the performance. The study depicts emotional intelligence as a strong competency for success. The major findings are as follows-

1. Universities understand and accept the importance of emotions on the performance of individual. They agree that emotions plays a vital role in developing once personality, though not much inputs on nurturing students emotional competencies exist in the course curriculum (special reference to management students).
2. There are around 30 to 36 papers in 2 years tenure, with 8 specialization papers Finance; Marketing; Human Resource; Production/ Operation, Information Technology/Systems, Small Business and Entrepreneurship Development; Tourism, Hospitality and Event Management in four universities.
3. The course structure provides not much, when it comes to psychology. A manager in whatever he/she be, have to deal with people. Therefore, understanding human psychology becomes important. Though there are papers like-

Organizational Behaviour

Teaching the type of organizational climate prevailing in corporate houses and telling students about the elements of organizational politics;

Consumer Behaviour

Acquaint students of marketing specialization to customers buying pattern;

Global & Cross Cultural HRM

Gives students of human resource specialization, insights on different culture across the world, so that it becomes easy to work with diverse workforce.

4. The course is more theoretical, only Gauhati University provides a paper on behavioural science, out of the four Govt. owned universities of Assam.
5. Not much counseling programmes on emotional intelligence is conducted by universities for students or for teachers. There is less knowledge among faculties and students on emotional intelligence and its relevance at workplace, and its influence in students' career success. Learning of EI is left on students to gain from experience while working for self or holding a job.

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6. Emotional Intelligence is a great supporter to one's technical skills, in disposing and acquiring knowledge. Instability of emotional competencies

will lead to the downfall of even the most technically sound person. Comparative analysis of ancient literature with present philosophy-

Table-15 Comparative Study of Ancient Literature to Present Study

The Mahabharata (around 3500 years ago)	Formation of Maurya Dynasty (around 2300 years ago)	Daniel Goleman Philosophy on EI (1995)
The great war of all time was fought due to unbounded emotions- love, anger, hastiness, guilt, oath, ambition of the rulers and warriors of the age. Causing the undefeated warriors to perish in battle field of Kurukshetra.	The great Sage <i>Chanakya</i> wisdom and emotional competencies, along with Chandragupta Maurya courage lead to the downfall of mighty Nanda Dynasty of the era and formation of Maurya Dynasty.	The great divide in competencies lies between the mind and the heart, or more technically, between cognition and emotion. Soft skills matter even more for success in hard fields. Organizations going through the greatest change are those who need emotional intelligence the most.

7. Even our ancient literature like Mahabharata, Ramayana or the Arthasastra by Chanakya emphasize on the importance of emotional competencies to excel and run a prosperous kingdom. Literature says that those not having control over the organs of sense (ear, skin, eyes, tongue, and nose) will soon perish. These people become slave to six enemies (lust, anger, greed, vanity, haughtiness, and overjoy) to one's success.

or, more technically between cognition and emotion. Expertise is a baseline competency to enter into a job. Expertise and experience together helps in better performance, but excellence need something more.

8. The present age scholar and philosopher Daniel Goleman also said that, the great divide in competencies lies between the mind and heart,

9. IQ accounts for only 25% of success in career, whereas 75% remains unexplained. Programmes like MBA, engineering, law, or medicine, most focus on intellectual abilities, but for a leader it's the emotional competencies that matter more.

10. Emotional competencies of students studying in universities of Assam, through SWOT analysis matrix as given below-

Table-16 SWOT Analysis Matrix of respondents as per their responses

<p>Strength</p> <ul style="list-style-type: none"> ▪ Awareness of one's comfort-zone ▪ Behavioural Window Dressing ▪ Awareness of one's weak skill ▪ Courageous ▪ Prefer discussion before decision making 	<p>Weakness</p> <ul style="list-style-type: none"> ▪ Weak Situation Analysis ▪ Low stability of mind ▪ Lack of focus ▪ Lack of self-motivation ▪ Behavioural inferiority complex ▪ Lack of Ethical Values in certain cases ▪ Lack of environmental adaptability ▪ No inner voice hearing ▪ Prefer IQ at the cost of EI ▪ Get over-excited to situations
<p>Opportunity</p> <ul style="list-style-type: none"> ▪ Work Dedication ▪ Awareness of one's strength and its proper utilization 	<p>Threat</p> <ul style="list-style-type: none"> ▪ Lack of focus towards goal achievement. ▪ Negative attitude

Suggestions

Major suggestions that might help universities to impart EI among students-

communication skills, relation building, etc.; corporate-university interface; conference & seminars on EI.

1. Specific case study on emotional intelligence can be given to students to solve.
2. Introduction of structured teaching programs on EI.
3. Introduction of applied psychology as a core paper in the course work.
4. Universities to initiate specific Faculty Development Programs (FDP) on EI.
5. Universities to encourage preaching of our ancient literature.
6. Initiation of periodical events like- equal opportunity cell; personality development; spiritual training, meditation, yoga; counseling sessions on EI; development of soft skills like-

Conclusion

EI is the key to both personal and professional success. The concept is not new, but has gained popularity through publication from a western philosopher Daniel Goleman. The research is diagnostic having a qualitative approach. Study of earlier researchers and account of occurrence of past events signifies importance of EI as a supporter to technical skill. IQ depicts only 25% of person success rest depends on one's personal and emotional competencies.

Universities can initiative development of EI through- Case Studies on EI; structured course on EI, inclusion of applied psychology paper in the course

work of management education. Learning from ancient literatures can also be initiated as it contains vast resource of EI preaching.

The study is restricted to management students of four universities, thus the result so obtained cannot be generalized in context to other courses, and also to rest of India. Therefore, there is scope for researchers to undergo similar research in other parts of the country and in different fields. Also, initiative can be taken to introduce EI as a structured course in educational institutions.

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