

# ROLE OF EMOTIONAL INTELLIGENCE ON ENTREPRENEURIAL INTENTION AND ENTREPRENEURIAL ATTITUDE: A SYSTEMATIC LITERATURE REVIEW AND FUTURE RESEARCH AGENDA

Ipsita Dash, Birla Global University  
Parameswar Nayak, Birla Global University  
Shagun Tomar, Sharda University, India  
Sayed Firoj Alli, KIIT University  
Sonal Jain, KIIT University

## ABSTRACT

**Purpose:** *The cultivation of an entrepreneurial spirit is a need in this day and age. The general populace has to be motivated, and those individuals must cultivate the characteristics necessary to seize entrepreneurial possibilities. In today's fast-paced, rapidly changing world, it is becoming increasingly important for individuals to adopt an entrepreneurial mindset. The objective of this paper is to synthesise the published literature on different factors such as entrepreneurial intention, entrepreneurial attitude and the impact of emotional intelligence on it. Cultivating an entrepreneurial spirit is not something that comes naturally to everyone. Instead, it requires motivation and intentional effort to develop the necessary skills and traits. Individuals must actively work on developing their entrepreneurial intention and entrepreneurial attitude simultaneously.*

**Design/methodology/approach:** *The study conducted a systematic literature review (SLR) to investigate the relationship between emotional intelligence and entrepreneurial intention and attitude. It synthesizes the findings to identify the impact of emotional intelligence as an independent variable on Entrepreneurial intention and entrepreneurial attitude as dependent variables. The study approach involves descriptive analysis as well as theoretical analysis.*

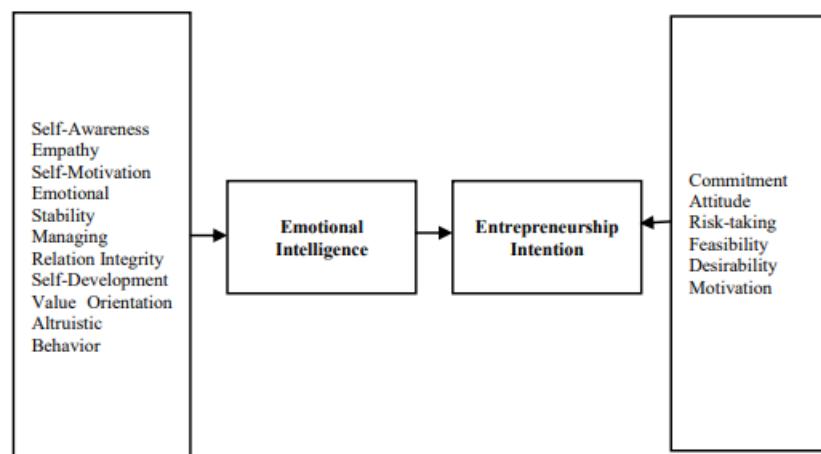
**Findings:** *It is widely believed that a strong degree of emotional intelligence is required for accomplishment in any endeavour that has a significant relationship with entrepreneurial attitudes. This belief is based on critical factors like emotional intelligence that enables individuals to manage their emotions effectively, communicate with others, and make decisions that are in line with their goals. The findings of this study, emphasize comprehending the strong connection between emotional intelligence, entrepreneurial intention, and entrepreneurial attitude and determining the breadth of potential future research. This also suggests that the researchers sought to identify gaps in the existing literature and highlights that area like social entrepreneurship where further research is needed. Finally, based on the findings of the systematic literature review the study suggests that, emotional intelligence has a very strong impact on entrepreneurial intention which further has a connection with entrepreneurial attitude and other factors like commitment, risk-taking, feasibility, motivation etc. The findings also proposed a theoretical framework. This framework likely outlines the relationship between emotional intelligence, entrepreneurial intention, and entrepreneurial attitude and provides a theoretical basis for future research in this area.*

**Originality/value:** *The review is comprehensive and provides a significant benefaction to the breathing knowledge on the matter. It suggests that the review is likely to be useful to other researchers in this particular field and that it may inspire farther inquest on the content. These suggestions may comprehend correlating areas where further exploration is demanded, pressing implicit research questions, or proposing new theoretical frameworks. By encouraging and motivating researchers to abide their work, the literature review may eventually contribute to the enhancement of knowledge in the field.*

**Keywords:** Emotional Intelligence, Entrepreneurial Intention, Entrepreneurial Attitude, Social Entrepreneurship.

## INTRODUCTION

In India, there is a rising growth in the sector of entrepreneurship. Mindsets are shifting, policies are evolving, and services are beginning to be provided. The events of the COVID epidemic in India have resulted in a greater and more forceful emphasis on "Entrepreneurship." The Prime Minister of India's clarion appeal for a "Atmanirbhar Bharat," or Self-Reliant India Movement, has reaffirmed India's strong will to strive for a more internationally competitive Indian economy with long-term sustainability and self-sufficiency. Only developing young first-generation entrepreneurs can assure the realisation of Atmanirbhar Bharat, resulting in rapid development in the existing slow economy and increasing capital formation.



**FIGURE 1**  
**THEORETICAL FRAMEWORK**

### Emotional Intelligence (Ei)

Salovey and Mayer (1990) were the first to explain emotional intelligence. They defined it as a type of social intelligence distinct from general intelligence that involves the capacity to keep track of one's own and other people's emotions, to recognise differences between them, and to use that knowledge to inform one's thoughts and actions. Salovey and Mayer (1990) also defined emotional intelligence as a type of social intelligence distinct from general intelligence who is credited with shedding light on the concept, is the one who defined emotional intelligence (EI) as "the aptitude for detecting our own feelings and those of others, in order to motivate ourselves, and for managing emotions successfully in

ourselves and in our relationships." Emotional intelligence (EI) refers to "the aptitude for motivating ourselves, and for managing emotions successfully in ourselves and in our relationships." Since he claimed that his model had direct relevance to the world of work and the success of organisations, particularly in predicting excellence in jobs ranging from sales to leadership, he worked to improve his model in terms of a theory of performance. This was done in light of the fact that he made these claims. In addition, EI has been discussed by Bar-On (1997) in connection to the notion of personality. He defined emotional intelligence (EI) as an all-encompassing concept consisting of non-cognitive talents, competences, and skills that make it simpler for a person to adapt to the pressures and expectations of their surrounding environment. In his model of non-cognitive intelligences, he included five general categories of personality-related abilities or competencies, in addition to higher-level skills within each category that seemed to be correlated to achievement. It encompasses things like acceptance and stress management, as well as talents both intrapersonal and interpersonal, and overall mood (optimism, happiness).

Emotional intelligence is the concept that is presently receiving more attention from members of the general public, professionals, and academics doing study on the topic. The term "emotional intelligence" (EI) refers to "the composite arrangement of traits that allow a person to manage himself or herself and others," and this is how the term is defined. It is more accurate to say that a person's interactions with themselves, their life, their job, and other people are determined by the frequency with which they demonstrate or employ the component capabilities or competences that are acquired through emotional intelligence. This is because this viewpoint is more grounded in reality conducted study to determine the extent to which cognitive styles are involved in SEI prediction.

People who have a cognitive style that leans more toward analysis tend to have higher scores on SEIs, as shown by the empirical results of this research. The results of this research indicate that the formation of SEIs necessitates the use of cognitive processes that are both analytical and intuitive in nature. Em is a suitable substitute for the word empathy. In this work, we have contributed to the growing body of empirical information on social entrepreneurship by incorporating data from the literature on entrepreneurial intentions. Research that spanned 20 years on the connection between emotion and cognition serves as the basis for the recent efforts that have been done on emotional intelligence.

The concept of emotional intelligence offers a reliable framework for investigating individual conflicts, in particular with respect to the question of how one's thinking is affected by and relates to one's feelings. The focus of recently established views has switched from conceiving emotional intelligence as a property or trait to defining emotional intelligence abilities. This shift in emphasis is due to recent developments in the field. Emotional intelligence is evaluated via the use of self-efficacy, which evaluates aspects of emotional intelligence such as self-motivation, self-awareness, empathy, self-management, and social skills.

Emotional intelligence and self-efficacy are both concepts. The components of emotional intelligence proposed by Daniel Goleman with the self-efficacy factors proposed by Albert Bandura. The research tested the differences between males and girls in self-efficacy and emotional intelligence. According to this, males gained highly on the self-management and self-motivation components of emotional intelligence while females did well on the self-awareness, social skills, and empathy components.

The amount of self-efficacy does not vary by gender. To compete, everyone must be able to adapt to challenges. If their confidence level can be increased by training, it is feasible.

The decision to launch a business is the temporal and causal cognitive state known as entrepreneurial intention (Krueger, 2017). Out of all four aspects of a developing new

company was recognized as intentionality, which is vital to entrepreneurial activity. Entrepreneurial intentions were discovered to be significantly correlated with agreeableness extraversion, and openness to experience as well as a proactive personality (Crant, 1996), perceived behavioral control and desirability entrepreneurial identity aspiration, and entrepreneurial self-efficacy concluded that the combination of the theory of planned behaviour with perceived desirability was the most effective in describing and understanding entrepreneurial intentions after conducting a meta-analysis of the related literature. Now experts ask for greater research on entrepreneurial ambitions because we still don't fully understand the relationship between intention and behaviour. Emotional Intelligence (EI) is a form of social intelligence and involves the “*capacity to perceive emotions, uptake emotional feelings, analyze as well as recognize the information of emotions, and tackle them*” (Mayer et al., 1999); (Salovey and Mayer, 1989) identified four areas of capacities or skills that collectively describe many of areas of emotional intelligence: accurately perceiving emotions in everyone, use of emotions to for thinking, understanding emotional meanings, and handling emotions.

EI has significant consequences which are associated with suitable hiring practises in businesses, Impactful leadership, and interview conduction. However, entrepreneur's emotional intelligence and how it relates to EM scales has not received sufficient research (Rhee & White, 2007).

Extensive prior literature emphasises the importance of emotions in entrepreneurship and calls for additional research on the subject found a weak link between EI and entrepreneurial results measured EI using (Wong and Law's, 2002) psychometrically sound scale and discovered that it had a direct effect on venture performance. Interpersonal emotional skills (recognition and management of emotions in others) had a direct effect, but intrapersonal emotional skills (emotion regulation and self-awareness) did not.

## Emotional Intention

The first step in starting a business is demonstrating some amount of entrepreneurial intent. Therefore, it is thought that having an entrepreneurial intention is a good predictor of entrepreneurship because it comes before having an entrepreneurial action. Entrepreneurial intention is important to examine since it is a good indicator of entrepreneurial conduct, and it is challenging to measure actual entrepreneurial action. According to, intention captures, stimulates, motivates, and converts an individual's planning efforts to action. As a result, performing any behaviour is largely dependent on the individual's intention to exhibit such behaviour. Intention has been identified as a significant predictor of planned behaviour such as entrepreneurial behaviour (Ajzen, 1991, 2001; Krueger et al., 2000). Entrepreneurial intention is defined as N. A.'s mind sets basic notion (activity) of new business development, implementation, and evaluation is directed, guided, coordinated, and under their control. A state of mind that directs a person's attention on a particular object or a path in order to achieve something is another definition of entrepreneurial intention. According to, business owners do not necessarily need to be experts in all fields but rather can be “*Jacks-of-all-trades*” (JAT). This means that entrepreneurs are anticipated to have a balanced skill set to manage their firm successfully as encouraged. Numerous researches have found a strong link between entrepreneurial skill and intention.

In their paper published in 2016, modelled the direct effects of entrepreneurial skill, environmental factors, and entrepreneurial orientation on entrepreneurial intention as well as the indirect (moderating) effect of entrepreneurial orientation on the relationship between entrepreneurial skill and environmental factors and entrepreneurial intention. The results showed that entrepreneurial ambition is strongly correlated with entrepreneurial skills,

environmental conditions, and entrepreneurial orientation. It also showed that the association between entrepreneurial abilities and entrepreneurial intention is moderated by entrepreneurial orientation. In other circumstances, notably those where TRA and TPB serve as the guiding theories, the study advises investigating entrepreneurial attitude as a mediator.

By incorporating the moderating influence of entrepreneurial orientation, which has, to the best of the researchers' knowledge, not been investigated in the existing literature, the study added to the TRA and TPB. The study's policy implications include a focus on entrepreneurial orientation in Nigerian initiatives for youth empowerment. This suggestion is offered for two reasons. First, the results showed that, in explaining entrepreneurial intention, entrepreneurial orientation strongly interacts with other dimensions, such as entrepreneurial abilities, in addition to having a direct impact on entrepreneurial intention. Two, the entrepreneurial orientation, which acts as a moderator in this study's model, has the largest effect size on entrepreneurial intention, demonstrating its relevance for policy formation. In order to achieve the potentials possessed by the thronging Nigerian students with regard to entrepreneurial intention, the findings suggest for the National Orientation Agency (NOA) of Nigeria to emphasis more on entrepreneurial orientation.

For example, name a few, have all found a strong association between intention and other factors using TPB. According to, the concept of entrepreneurial orientation is a psychological construct that aids in describing the fundamental ways to comprehend why people behave in particular ways when engaged in entrepreneurial activities. Additionally, studies have discovered a strong link between an individual's entrepreneurial orientation, entrepreneurial intention, and business performance. Only 16.6% of people around the world have the goal of beginning a new endeavour or business, despite more than 56% of them having the necessary skills and knowledge to do so. This means that even if one has entrepreneurial skills and a supportive environment, he or she is unlikely to engage in any entrepreneurial activities if they lack the risk-taking, inventiveness, and proactiveness necessary to fully scan the environment and put their skills to use in a way that will result in an entrepreneurial intention. The impact of attitudes, subjective norms, and perceived control on academics' entrepreneurial intents was investigated using the Theory of Planned Behavior as a framework.

A survey of 1178 Spanish university academics in various fields of knowledge, professional categories, and levels of seniority in their institution served as the instrument. A structural equation model identified the attitude toward entrepreneurship as the main antecedent of entrepreneurial intention. This was influenced by factors such as creativity, perceived utility, and entrepreneurial experience. According to the findings of a study conducted, the structural model shows that motivational factors determine entrepreneurship university students, while environmental or regional factors influence undergraduates' choice of employment status indirectly. According to our findings, university students' entrepreneurial intentions are most strongly influenced by personal factors and attitudes related to the need for self-realization, according to our findings. Additionally, the results of the regression analysis show that the biggest barriers students believe to beginning their own business are financial difficulties, a lack of expertise, and inadequate training.

## Emotional Attitude

Ajzen & Fishbein (1980) claim that attitudes, whether good or negative, are the result of people's expectations of themselves in a certain circumstance. Attitudes are then translated into intentions and, ultimately, action toward the situation. Additionally, it is thought that one's perceived behavioural control, attitude, and subjective norms are a by-product of their aim to be entrepreneurial Athayde (2009); (Krueger, et al. 2000).

Attitude refers to a person's psychological propensity to convey how they feel about a situation while judging it. Another definition of attitude is the emotional response a person has upon exposure to a certain situation underlined that a person's actions will be impacted by their attitude. Having practical knowledge is the key to changing people's attitudes, which results in changes to their conduct.

Similar student attitudes toward entrepreneurship were examined by Akhtar Ali, Keith Topping, and Riaz H. Tariq in 2011. Three factors came out of the investigation such as personal variables, entrepreneurial acceptance, and entrepreneurial ambitions. Additionally, the perceptions of the potential business owners regarding their locus of control, level of self-efficacy, judgments of subjective norms, and level of instrumental preparedness were also examined. At all six universities, the vast majority of students displayed generally favorable attitudes toward entrepreneurship. Overall, the gap between the negative and positive opinions was quite large (negative mean 184, positive mean 284). Demographic factors like parental income, education level, and occupation also had some influence. At the majority of the sample institutions, attitudes between the sexes were comparable.

### **Relation among Entrepreneurial Intention, Entrepreneurial Attitude and Emotional Intelligence**

A few points were highlighted by Kris M. Y. Law<sup>1</sup> and Kristijan Breznik<sup>2</sup> in 2006, providing the foundation for the research. Examples include:

- Learning motivation has a strong relationship with innovativeness, which in turn influences the ambition to start a business.
- Senior year students would benefit from slightly different instructional strategies than junior year students, who would want more encouragement to be motivated to learn.

Engineering students' "innovativeness" is found to be significantly and highly connected with both "self-efficacy" and "attitude." Engineering students' "attitude" is found to be more significantly influencing their "entrepreneurial intention." The intriguing findings demonstrate that while engineering students perceive higher degrees of innovativeness, "attitudes," and "entrepreneurial intention," the crucial factors in determining "entrepreneurial intention" are "attitudes" and "self-efficacy."

Attitudes appear to be much more influential to entrepreneurial intention among female students, whereas 'innovation' appears to be much more influential among male students.

Entrepreneurial action is a planned behaviour that refers to an intention that is frequently influenced by attitudes (Krueger & Carsrud, 1993). Intention is linked to cognition, which includes beliefs, perceptions, and actions (Ajzen, 1991) found that entrepreneurial intention is closely related to attitudes. Despite the possibility of changing attitudes over time, individuals' future behaviour can still be predicted or explained by their attitudes. If the intentions and attitudes of students are better understood, a more effective and solid entrepreneurship education can be designed graduates in Oman have a low preference to start their own business after graduation, despite having a positive attitude toward entrepreneurship. According to the study, increasing graduates' business knowledge and understanding of business risk, as well as promoting entrepreneurship, can positively influence their attitude toward entrepreneurship.

Drs. Roberta Fenech, Priya Baguant, and Dan Ivanov discovered that attitudes have the most powerful and positive impact on entrepreneurial intentions. Self-efficacy and subjective norms are found to have no significant influence on entrepreneurial intentions.

According to Yasir Shahab, Ye Chengang, Angel David Arbizu, and Muhammad, attitudes toward entrepreneurship and entrepreneurial creativity mediate the relationship

between ESI and EIs; additionally, entrepreneurial education moderates these relationships. When an emerging market like China is compared to a mature market like Spain, entrepreneurial creativity and attitudes toward entrepreneurship positively mediate the relationship between ESI and entrepreneurial intention, entrepreneurial attitude. Furthermore, with EE, individuals can efficiently develop entrepreneurial creativity to successfully nurture their EIs, regardless of the economic maturity of their countries the greater the students' attitude toward entrepreneurship, the greater the entrepreneurial intention. In this study, personal attitude refers to students' perceptions of the benefits, satisfaction, and attractiveness of entrepreneurship. Personal attitude, perceived behavioral control, and perceived relational support are predictors of entrepreneurial intention in undergrads, according to this study.

In other words, it has been discovered that making entrepreneurship more accessible to learners inspires them to become entrepreneurs. Correspondingly, more extensive support from parents, family, and friends will increase their entrepreneurial intention. Wei-Loon Koea et al. propose a research framework for studying entrepreneurial intent among Millennials by broadening (Ajzen's, 1991) theory of planned behaviour (TPB). Knowledge, experience, and ties are the independent variables, while attitude, social norm, perceived behavioural control, and personality traits serve as mediators. Anik Kusmintarti, Armanu Thoyib, Khusnul Ashar, demonstrated that entrepreneurial attitude serves as a partial mediator of the influence of entrepreneurial characteristics on entrepreneurial intention.

206 students from the first to last semesters of the State Polytechnic of Malang and Brawijaya University replied by filling out questionnaires.

According to the study's findings, entrepreneurial attitude serves as a partial mediator between entrepreneurial characteristics and entrepreneurial intention. This means that entrepreneurial attitude does not clearly describe the impact of entrepreneurial characteristics on entrepreneurial intention. It has been observed that students with entrepreneurial characteristics are more likely to start their own businesses in the future.

According to the findings of a desirable EA is primarily determined by the academic personality, specifically, their CREA, BE, and PU. As a result, university administrators must understand that the best way to foster entrepreneurship development in their institutions is to establish the conditions required to boost the EA of their academics. Furthermore, university-run entrepreneurship programme must focus on developing the EA of potential entrepreneurs, conveying the message that, despite all the obstructions that occur when launching a spin-off, the entrepreneurship route can be an interesting alternative for academics, complementing their teaching and research work, which can also be strengthened thanks to the experience gained from launching an entrepreneurial initiative.

As a result, rather than committing to teaching, research, or entrepreneurial work, the three paths can be developed concurrently and become complementary.

Sohar University's advised creating positive attitudes toward entrepreneurship among students to increase the likelihood of their intention to establish and launch a start-up. The study clearly demonstrated a positive and strong relationship between attitudes and intentions of pupils at Oman's Higher Education Institutions. The perception of business barriers, motives, expected family support, and culture all have a significant impact on students' attitudes toward entrepreneurship. Finally, the findings aided in the identification of the relationship between attitude and intention. In this case, the attitude has been considered an independent variable, while the intention was treated as a dependent variable.

According to Salman Zulfiqar, Binesh Sarwar, Saira Aziz, Khurram Ejaz Chandia<sup>1</sup>, and Muhammad Kaleem Khan, (2018), people with high uncertainty avoidance are hesitant to take risks; as an outcome, there is a need to change their attitude by implementing an entrepreneurial ecosystem in society. The findings demonstrated that by using business simulation games, students' attitudes and intentions toward entrepreneurial activities were

positive and significant. However, subjective norms had no effect on student intentions in this regard. It was the first to investigate the impact of business simulation games on entrepreneurial intention, employing a modified Technology Acceptance Model (TAM) and the Theory of Planned Behavior (TPB).

Tengku Mohd Azizuddin Tuan Mahmood, Abdullah Al Mamun, and Mohamed Dahlan stated unequivocally that there is a positive and statistically significant effect of innovativeness, internal locus of control, need for achievement, and proactive personality on the attitude of Youths toward entrepreneurship and discovered that traits of INN, need for achievement, and ILC can influence the attitude towards entrepreneurship except for the following: risk-taking pro, Emotional intelligence is favorable to three important antecedents of entrepreneurial intentions and adds another important piece of the puzzle of entrepreneurial motivation to the literature. The findings provide strong support for the hypothesis that students' creativity and pro-activeness completely mediate the positive effect of trait EI on attitudes toward entrepreneurship. Entrepreneurial attitudes totally mediated the effects of creativity and proactive behaviour on entrepreneurial intent conducted the first research study in the field of social entrepreneurship to investigate the impact of antecedents on SEI formation. Empathy and moral obligation were found to have no connection with SNs in her study attempted to measure the effect of empathy on multiple samples with mixed results. Empathy showed a significant relationship in one specimen of study, but an insignificant relationship in the other advocated for more research into the impact of empathy on SEIs conducted a study to determine the role of cognitive styles in predicting SEIs. According to the empirical findings of this study, students with an analytical cognitive style have a higher level of SEIs. The findings of this study indicate that both cognitive styles (analytical and intuitive) are required to shape SEIs. As a result, by replacing empathy with Em. By synthesising outcomes from the research on entrepreneurial intentions, it has added to the expanding body of empirical literature on social entrepreneurship self-efficacy are essential personality predictive factors of social entrepreneurial attitude, SNs, and SEIs. A strong relationship between Em.In and SEIs suggest that the ability to evaluate and assess the emotions of others increases the likelihood of being involved in the resolution of others' problems. This implies that some level of Em.In is required for proper social functioning.

Emotional intelligence also allows a person to respond more effectively to their emotions and to engage in socially adaptive behaviour to assist others. Self-efficacy was found to be strongly related to attitude, SNs, and intentions. The proposed model in this study explains 42% of the variance in the expressed intent to engage in social entrepreneurship. Emotional intelligence and self-efficacy both showed a significant positive correlation with attitude and social entrepreneurial intentions. Using the theory of planned behaviour as the proposed study, the study identified the social entrepreneurial intent among undergraduates in the Indian context by accumulating questionnaires from 230 respondents able to enroll in Indian universities demonstrated that motivational factors influence entrepreneurship university students, whereas environmental or regional factors influence undergraduates' choice of employment status indirectly. This study attempts to demonstrate that personal variables and attitudes related to the desire for self-realization have the greatest influence on university students' entrepreneurial intentions. According to this research, which further takes a more theoretical approach, in order to inspire youth towards social entrepreneurship, it is necessary to determine where the desire to make change' or 'do good' stems from.

## CONCLUSION

As a consequence of this, there is need for more research into the factors that contribute to an individual's decision to become a social entrepreneur. In spite of this, the



authors of this study had no qualms in pointing out the most significant research hole in the previously published work on social entrepreneurship. It suggests that the study in the subject of social entrepreneurship is still in the preliminary phases at this point. In addition, it is important to note that the majority of the research papers published in the field of social entrepreneurship is still focused on the task of defining social entrepreneurship in relation to traditional business or traditional non-profit work, or in contrast to these two types of work.

## Acknowledgement

This paper was presented in AICTE sponsored International Conference on emerging technologies and circular economy held at Apeejay School of Management, Delhi, India on 26<sup>th</sup> and 27<sup>th</sup> May'2023.

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**Received:** 03-Jul-2023, Manuscript No. AMSJ-23-13755; **Editor assigned:** 04-Jul-2023, PreQC No. AMSJ-23-13755(PQ); **Reviewed:** 29-Sep-2023, QC No. AMSJ-23-13755; **Revised:** 16-Oct-2023, Manuscript No. AMSJ-23-13755(R); **Published:** 16-Nov-2023