



A STUDY ON EMOTIONAL INTELLIGENCE AMONGST MANAGEMENT STUDENTS

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Abstract- Emotional intelligence (EI) is the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior. Emotional intelligence (EI) is a relatively new and growing area of behavioral research, having caught the imagination of the general public, the commercial world, and the scientific community. The concept resonates with a current spirit of time emphasizing the importance of self-awareness and understanding, redressing a perceived imbalance between intellect and emotion. It can also be a way of engaging with others to draw them to you and has four capabilities; self awareness, self management, social awareness and relationship management. Emotional Intelligence addresses the emotional, personal, social and survival dimensions of intelligence. It is concerned with understanding oneself and others, relating to people, and adapting to and coping with the immediate surroundings. The present study is an attempt to compare the level of Emotional Intelligence of male and female students of professional colleges of Indore city.

Keywords: Emotional intelligence (EI), students, IQ

I. INTRODUCTION

The term EI was developed was introduced initially by Salovey and Mayer (1990). The concept of EI was made popular by Goleman (1996) with his book *Emotional Intelligence: Why It can matter More Than IQ*. According to Goleman, IQ accounts for only about 20% of person's success in life. The balance can be attributed to 'emotional intelligence or EQ. Goleman (1998) Asian journal of management research defined emotional intelligence as 'the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Emotional intelligence describes abilities distinct from, but complimentary to, academic intelligence or the purely cognitive capacities measured by IQ'. He also suggested that emotional competencies fall into four clusters: self awareness, self management, social awareness and social skills. EI models have generally been classified into two categories. The first category includes the ability model proposed by Mayer and Salovey (1997), which suggested that EI is the ability to perceive and express emotion, assimilate it in thought, understand and reason with it in self and others.

The second category includes Goleman (1996) and BarOn (1997) model. In his model of EI, Goleman (1996) defined EI on the basis of traits that include control of the self, zeal and persistence and the ability to motivate oneself. BarOn (1997) focused on non cognitive capabilities that influence one's ability to succeed in life. Research has indicated that individuals with higher level of EI are more likely to experience performance related success than individuals with lower levels of EI (e.g, Goleman,1996, Schutte et al, 1998, Fox and Spector, 2000 and George, 2000). EI is important not only for managerial jobs but, is also important for highly technical work. Kelly and Caplan (1993) found in their study that EI was a better predictor than academic excellence for job productivity. Feist and Barron (1996) studied professions in which everyone has a high IQ and rigorous professional training to find what distinguishes those who would remain competent more than average performances. They concluded that social and emotional abilities four times more important than IQ in determining the success in their careers. Goleman (1998) concluded that Emotional Intelligence matters twice as much as technical and analytical skill combined for star performance. And the higher people move up in the company, the more crucial emotional intelligence becomes Gundlach (2003) highlighted the role of self efficacy ultimately resulting in better workplace management.

Rosete & Ciarrochi (2005) found EI to be positively related to job performance. Similarly, Caruso and Salovey (2004) concluded that some organization members may perform effectively because they have high EI. Carmeli (2006) and Josman(2006) also found a positive relationship between emotional intelligence and employee work outcomes. Hawkins (2007) and Dulewicz(2007) also found positive relationship between EQ and performance as a leader. Requirement of leadership qualities for effective

performance is accepted everywhere. Very few research have opposite conclusions like Shaffer and Shaffer(2005) who found no relationship between emotional stability and performance variables.

Emotional intelligence (EI) is the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior. Emotional intelligence (EI) is a relatively new and growing area of behavioral research, having caught the imagination of the general public, the commercial world, and the scientific community. The concept resonates with a current spirit of time emphasising the importance of self-awareness and understanding, redressing a perceived imbalance between intellect and emotion in the life of the collective Western mind. It can also be a way of engaging with others to draw them to you and has four capabilities; self awareness, self management, social awareness and relationship management. As former executive manager in Ford Motor Company said "Emotional Intelligence is the hidden competitive advantage for an organization" (Nick Zenuik, 1998). Emotional intelligence also connects with several cutting-edge areas of psychological science, including the neuroscience of emotion, self-regulation theory, studies of metacognition, and the search for human cognitive abilities beyond "traditional" academic intelligence. Since 1990, Peter Salovey and John D. Mayer have been stated that, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (1990). Thus, EI has been touted as a panacea for modern business and the essential but often neglected ingredient of nursing, legal, medical, and engineering practices (see Zeidner, Matthews, & Roberts, 2001). Although Thorndike (1921), Guilford (1956), and later, Gardner's (1983) research into social intelligence hints at the importance of emotions to intellectual functioning, the term EI was not brought into mainstream psychology until the 1990s (Mayer, DiPaolo, & Salovey, 1990; Salovey & Mayer, 1990). Currently, Mayer, Salovey, and colleagues argue that EI incorporates a set of conceptually related psychological processes involving the processing of affective information (see Mayer & Geher, 1996; Mayer & Salovey, 1997; Salovey & Mayer, 1990, 1994). Perhaps the most widely accepted scientific definition of EI is "the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions" (Salovey & Mayer, 1990, p. 189).

The Four Branches of Emotional Intelligence

Perceiving Emotions: The first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.

Reasoning With Emotions: The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.

Understanding Emotions: The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean.

Managing Emotions: The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspect of emotional management.

According to Salovey and Mayer, the four branches of their model are, "arranged from more basic psychological processes to higher, more psychologically integrated processes. For example, the lowest level branch concerns the (relatively) simple abilities of perceiving and expressing emotion. In contrast, the highest level branch concerns the conscious, reflective regulation of emotion" (1997).

The Five Components of Emotional Intelligence

Self-awareness The ability to recognize and understand personal moods and emotions and drives, as well as their effect on others. Hallmarks* of self-awareness include self-confidence, realistic self-

assessment, and a self-deprecating sense of humor. Self-awareness depend on one's ability to monitor one's own emotion state and to correctly identify and name one's emotions.

Self-regulation. The ability to control or redirect disruptive impulses and moods, and the propensity to suspend judgment and to think before acting. Hallmarks include trustworthiness and integrity; comfort with ambiguity; and openness to change.

Internal motivation. A passion to work for internal reasons that go beyond money and status -which are external rewards, - 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.A propensity to pursue goals with energy and persistence. Hallmarks include a strong drive to achieve, optimism even in the face of failure, and organizational commitment.

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.)

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 team

II. LITERATURE REVIEW

Asian Development Bank (2017). Many people have observed that those who were academically brilliant but were socially amateurish. David Wechsler defined intelligence as the aggregate or global capacity of the individual to act purposefully, think rationally, and deal effectively with his (or her) environment. Emotional Intelligence addresses the emotional, personal, social and survival dimensions of intelligence. It is concerned with understanding oneself and others, relating to people, and adapting to and coping with the immediate surroundings. A dictionary definition might include “an array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures. EQ predicts higher work performance three times better than IQ. Prediction range varies between 15-45%.

Emotional competencies are job skills that can, and indeed must, be learned. An underlying EI ability is necessary, though not sufficient, to manifest competence in any one of the four EI domains.(Cherniss and Goleman,1998).Leadership is largely an emotional intelligence, all interaction can be gauged along a continuum from emotionally toxic to nourishing. Two-thirds of workers say communication problems are the leading cause preventing them from doing their best work. According to Baron (---) EQ scores help predict academic drop out, ability to cope with severe medical condition, aggression in the work place, suicide attempts and ability to recover from mental illness.

Over the past two decades children have become more depressed and lonely, impulsive and disobedient, nervous, prone to worry, eating disorders and irritable. And the possible causes are parents have less time to spend with their children as both are working and less relatives children lives with these days. There is more TV watching and computer game playing and one learns emotional intelligence from a social life, which has been decreasing.

Today, the rules of the workplace are rapidly changing; a new yardstick is being used to judge the people. This is not merely in terms of how smart a person is or what is his or her academic qualification or expertise, but also by how well one is able to handle himself and others. These new rules predict who is most likely to become a successful performer and who is most likely to fail. As high emotional intelligence develops in a person adaptability, creative responses to setbacks and obstacles, personal management, listening and verbal communication, confidence, motivation to work toward goals, a sense of wanting to develop one’s career group and interpersonal effectiveness, cooperativeness and teamwork, skills in solving disagreements, effectiveness in the organization, leadership potential, social skills and various

other competencies which make managers political savvy. Today whatever the job, understanding how to cultivate political savvy is essential for a successful career. Moreover, high EI motivates a person for pursuing noble goals, to be committed to action and not to get absorbed in organizational politics. Self regulation, well handling of impulses and emotions, again let managers overcome organizational politics. Thus emotional intelligence abilities are vital if people are to successfully overcome organizational politics and in turn to succeed at workplace (George and Jones, 1996).

In a study of young children Ferrándiz et.al. (2005) found that emotional intelligence is very important for academic performance. Paper presented at the European Conference on Educational Research, University College Dublin, 7-10 September 2005

In a study of high school girl students of Iran, Koolae et.al. (2016) found that emotional intelligence in students can be one of the preventing factors in behavioral problems.

Despite excellent intentions, many employees, managers and executives are so narrowly focused on their own facts, logic and task part of their jobs that they lack broader influence and impact. Assuming that their "results will speak for themselves," they may become the victims of other "behind-the-scenes" forces operating in their organizations: Power and politics dynamics, perceptions, turf and ego, or even sabotage. Political savvy can alter attitudes about organizational politics, confront naiveté about organizational dynamics often swept under the carpet, and prevent good and competent people from being passed over, underestimated, rendered expendable, or even purposely blocked from implementing ideas or being promoted. An influence-savvy, agile leadership cadre demands state-of-the-art influence skills and a positive power base that stems from ethical lobbying skills, credibility, and strategic alliances (Gibson and Donald, 2006).

The relationship between emotions and rational intelligence is a complex one. Through conscious effort, emotional responses can be regulated and used appropriately; it is when such awareness is lacking that emotional reactions override rational thought. Even the Army War College (Wong, et al., 2003) has recognized the importance of self-awareness, specifically defined as "the ability to assess abilities, determine strengths in the environment, and learn how to sustain strengths and correct weaknesses," as essential for leaders, managers etc. Extensive review of literature suggests that Emotional intelligence abilities can be developed through training.

People with low emotional intelligence developed defensive strategies and attributed their failure to bad luck or to the difficulties of the task (Singh, 2003). Most of the entrepreneurs are reported to have high emotional intelligence (Rathi et.al, 2008). The drive, ambition, proactiveness and self-starter attitude that defines entrepreneurs is closely related to this personality trait.

Emotional intelligence was found to be a strong mediating variable in job stress and strain (Sternberg, 1996). It has been described and discussed in terms of attribution theory by many researchers and scholars. The attribution process plays a role in coalition formation in the political process of organizations. Attribution theory provides explanations of the why we judge individuals differently.

People with high emotional intelligence are more satisfied with skill based pay and acquire more skills than people with low emotional intelligence (Ciarrochi et. al., 2001). People with high emotional intelligence could obey better their superiors' coercion thus performed better in repression atmosphere, were more realistic towards organizational politics, tend not to burn out and followed a more strategic style (Chi Pain, George, 2003).

Although all this attention suggests that emotions are an important aspect of organizational life, but it has been found that people's emotions remain, in large part, undiscussable at work. The central ideology surrounding emotions in organizations is that they are irrational, idiosyncratic disturbances that are best, controlled and kept under cover (Smith and Heaven, 2008). Organizational "behavior theorists have emphasized the degree to which, in addressing the mind-body duality in organizations, the "mind," or cognitive portion, has dominated (Brody, 2004). However, researchers have also found that, far from being irrational, emotional feelings and expressions tend to follow predictable patterns, and their antecedents and consequences, though widely varied, are not infinite (Boyatzis et.al,

2000). The purpose of this experiential exercise is to emphasize that emotions are a central, rather than hidden, part of work life. By observing how emotions are felt and expressed and becoming aware of their own and others' emotional tendencies, people/employees can increase the chances that their emotions are expressed in ways that enhance individual and organizational effectiveness. Emotional intelligence has proven a better predictor of future success than traditional methods like the GPA, IQ and standardized test scores.

Hence, the great interest in emotional intelligence on the part of corporations, universities, and schools nationwide. The idea of emotional intelligence has inspired research and curriculum development throughout these facilities. Researchers have concluded that people who manage their own feelings well and deal effectively with others are more likely to live content lives, even in highly political environment of organizations, emotionally intelligent people are more apt to retain information and do so more effectively than dissatisfied people. Self regulation, well handling of impulses and emotions, again let managers overcome organizational politics. Thus emotional intelligence abilities are vital if people are to successfully overcome organizational politics and in turn to succeed at workplace. Today emotional intelligence indeed is considered as valuable predictor to overcome organizational politics.

The relationship between emotions and rational intelligence is a complex one. Through conscious effort, emotional responses can be regulated and used appropriately; it is when such awareness is lacking that emotional reactions override rational thought. Even the Army War College (Wong, et al., 2003) has recognized the importance of self-awareness, specifically defined as "the ability to assess abilities, determine strengths in the environment, and learn how to sustain strengths and correct weaknesses," as essential for leaders, managers etc. Extensive review of literature suggests that Emotional intelligence abilities can be developed through training. To help one understand organizations, one might consider them as political systems. The political metaphor helps one understand power relationships in day-to-day organizational relationships. If one accepts that power relations exist in organizations, then politics and politicking are an essential part of organizational life.

According to Patnaik et. al. (2010) high EQ is necessary for better performance in the banking sector. But, high EQ cannot be the only requirement for good performance on the job.

OBJECTIVE OF THE STUDY

To identify the factors affecting emotional intelligence of management students.

III. RESEARCH METHODOLOGY

The Study: The study is exploratory in nature and tries to identify the factors affecting emotional intelligence.

The Sample: Convenience sampling was used. Management students in age group of 18 to 21 years at Indore (M.P.) region were selected. 201 management students as respondents were studied which comprised of 100 male respondents and 101 female respondents.

Tools for Data Collection: Emotional Intelligence Scale developed by Hyde and Dhar (2002) was used to collect data. This scale has 34 items for measuring the level of Emotional Intelligence and it was administered on the management students. As the sample size was 201, item with correlation value less than 0.1948 was to be dropped. All the items in the study had correlation value more than 0.1948 thus; no item was dropped from the questionnaire.

Reliability of the measure was assessed with the use of Cronbach's alpha on all the 34 items. Cronbach's alpha allows us to measure the reliability of different variables. It consists of estimates of how much variation in scores of different variables is attributable to chance or random errors (Selltiz et al., 1976). As a general rule, a coefficient greater than or equal to 0.7 is considered acceptable and a good indication of construct reliability (Nunnally, 1978). The Cronbach's alpha for the questionnaire was 0.832 (Table 1). Hence, it was found reliable for further analysis.

Tools for Data Analysis: The data were analyzed using factor analysis and One-way ANOVA.

Table 1 - Factor Analysis Summary

Factors	Items	Item Load	Factor Load	Eigen Values	% of Variance
Perseverance	27 24 28 02 12 21 23	.611; .600; .569; .508; .481; .394; .384	3.547	5.850	17.205
self assurance and self reliance	5 6 16 18	.755; .626; .470; .445	2.296	1.987	5.844
Emotional stability	14 4 30 7 19 13	.633; .578; .576; .554; .480; .390	3.211	1.796	5.281
Sociable	11 29 9 17 3	.731; .606; .435; .410; .367	2.549	1.692	4.977
Empathy and listening skills	10 15 32 25 26	.645; .581; .571; .448; .322	2.567	1.463	4.303
Self Motivation and Self management	33 34 31 22 1	.656; .629; .522; .435; .428	2.67	1.366	4.017
Imperturbable (placid /composed)	20 8	.686; .432	1.118	1.292	3.800

Factor 1 : Perseverance

I pursue goals beyond what is required and expected of me.

I am organized and careful in my work.

I am persistent in pursuing goals despite obstacles and setbacks.

People/friends/others tell me that I am an inspiration for them.

I have my priorities clear.

I am able to maintain the standards of honesty and integrity (truthfulness/reliability).

I am able to meet commitments and keep promises.

Factor 2: Self Assurance and Self Reliance

I do not depend on others encouragement to do my work effectively.

I can continue to do what I believe even under severe criticism.

I can stand up for my believes.

I believe in myself.

Factor 3: Emotional Stability

14.I do not mix unnecessary emotions with issues at hand.

4.I am able to make intelligent decisions using a healthy balance of emotions and reason.

30.I am able to identify and separate my emotions.

7.I am able to assess the situation and then behave.

19.I am able to stay composed (cool, calm and collected) in both good and bad situations.

13.I can handle conflicts around me.

Factor 4: Sociable

11. I am perceived as friendly and outgoing.

29.I have built rapport and made and maintained personal friendships with work associates/friends/batchmates/others.

9 .I pay attention to the worries and concerns of others.

17.I can see the brighter side of any situation.

3. I am able to encourage people/friends/batchmates to take initiative.

Factor 5: Empathy and Listening Skills

10. I can listen to someone without the urge to say something.

15. I try to see the other person's point of view.

32. I am aware of my weaknesses.

25. I am able to handle multiple demands.

26. I am comfortable and open to novel ideas and new information.

Factor 6: Self Motivation and Self Management

33.I feel that I must develop myself even when my /task/job/assignments

does not demand it.

34 I believe that happiness is an attitude.

31. I think that feelings should be managed

22. I am able to confront unethical actions of others

1. I can encourage others/friends/batchmates to work even when things are not favourable

Factor 7: Imperturbable (placid/composed)

20 I am able to stay focused even under pressure

8 I can concentrate on the task at hand inspite of disturbances

IV. DISCUSSION

Factor 1 is perseverance with factor load of 3.547. We can very well understand that an emotionally intelligent person can persevere till the end result is achieved. In a study of food service employees, Thomas et.al. (2006) found that emotional intelligence is positively correlated with performance and Job satisfaction. It has been observed that individuals who persevere are able to perform. So, the findings of this study clearly indicates that high emotionally intelligent individuals were able to perform better in comparison to individuals with low emotional intelligence. It can be assumed that this higher performance may be because of their perseverance. This factor is measured by items 27, 24, 28, 02, 12, 21 and 23

Factor 2 is Self Assurance and Self Reliance with factor load 2.296. This factor is measured by items 5, 6, 16 and 18. Generally it is observed that emotionally intelligent people are self assured and self reliant. Self assurance and self reliance can be understood as self confidence and reliance on own powers and resources. Self confidence is important facet of emotional intelligence. Emotional Intelligence helps people connect and communicate effectively, make decisions, and manage stress, pressure and conflict (Lopes et.al. 2006). It enables people to instill confidence and belonging in others, engage and influence across boundaries, and respond with sensitivity and care even when challenged. People with high EI are described as “aware, authentic, empathic, expansive, resilient, empowering and centered” rather than “disconnected, guarded, insensitive, limited, temperamental, indifferent and reactive” (Genos, 2010).

Factor 3 is Emotional Stability with factor load 3.211. This factor is measured by items 14, 4, 30, 7, 19 and 13. It is generally observed that emotionally intelligent individuals are emotionally stable also. Emotional stability is an important and useful state of being. With emotion managed under control, yet still having the ability to feel emotion and understand the reason for the emotions, a power in situations is gained. Emotionally stable individuals describe themselves as calm and composed. They are satisfied with their life and their ability to cope with daily challenges. They are relaxed and assertive individuals. They know their own minds and are comfortable with themselves. Optimistic and positive, they find it easier to deal with stress. The ability to stabilize emotions differs from the ability to regulate emotions. The signs of emotional stability are calmness of mind and freedom from anxiety and depression (Hay and Ashman, 2003). An emotionally stable person has the attributes of emotional maturity, self-confidence, and stability in their plans and affections; these subjects look boldly ahead for facts and situations and do not give into occasional fluctuations in their mood (Pavlenko et. al., 2009). Emotional stability can be enhanced through retraining the mind's ability to cope with external stimuli.

Factor 4 is sociable with factor load 2.549. This factor is measured by items 11, 29, 9, 17 and 3. Evidence is accumulating that emotional intelligence is associated with important outcomes such as high quality social relationships (Lopes, Brackett, Nezlek, Schütz, Sellin, & Salovey, 2004; Lopes, Salovey, Côté, & Beers, 2005)

Factor 5 is Empathy and listening skills which is measured by items 10, 15, 32, 25 and 26. Success in social interactions is a hallmark of Emotional Intelligence. One needs to develop the ability to accurately

assess the other person or the group and respond accordingly. The first step toward skillful social behavior is social knowledge or awareness. Such awareness or ability to tune in to others and feel what they are feeling is called empathy. Without empathy, one has difficulty sustaining relationships. People with high EQ have a number of strong relationships in all areas of their lives (Emily A. Sterrett, 2014). Empathy is an important element of healthcare professionals and patient communication and is a key feature of emotional intelligence (Ioannidou and Konstantikaki, 2015). One of the most effective tools for building emotional (and social) intelligence is learning to listen. When one listens well, one can pick up not only the content of what someone is saying (e.g., details about the project, names of people who might help you, itty bitty details like deadlines and bottom line budget figures) but also the emotional tone behind the content (Susan Davis, 2017).

Factor 6 is Self Motivation and Self management which is measured by items by 33, 34, 31, 22 and 1. It has been observed frequently that emotionally intelligent people are self motivated and self managed.

V. CONCLUSION

Emotional intelligence (EI) is the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior. Emotional intelligence (EI) is a relatively new and growing area of behavioral research, having caught the imagination of the general public, the commercial world, and the scientific community. The concept resonates with a current spirit of time emphasizing the importance of self-awareness and understanding, redressing a perceived imbalance between intellect and emotion. In this study, seven factors were identified which were affecting emotional intelligence of management students. These factors were perseverance, self assurance and self reliance, emotional stability, sociable, empathy and listening skills, self motivation and self management, imperturbable (placid/composed).

Students who had high emotional intelligence were found to have higher self motivation and were more confident learners and can handle stress and were able to resolve conflict. They can communicate effectively, they can easily say no or yes without manipulating the facts. The way students handle their emotions decide their relationships with classmates as it decides the human behaviour and also the performance in the class. Emotionally stable students described themselves as calm and composed. They are satisfied with their life and their ability to cope with daily challenges. They are relaxed and assertive individuals thus they can tune with new friends. They know their own minds and are comfortable with themselves. Optimistic and positive, they find it easier to deal with stress. When a student has a good EQ score, he/she can manage with this competitive world. The students can face the most unfavourable circumstances with emotional intelligence. They can balance and adapt to people with different nature and temperament. And most importantly, they can control their emotions and impulses and hence take practical decisions. Emotional Intelligence develops the ability to sympathize with other students and thus they understand others well and help them solve their problems, thus Emotional intelligence prepare students a good person in the future. The students with high emotional intelligence welcome changes as they come on their way. And they avoid comparison and thus the students with high emotional intelligence are mostly satisfied and have contentment and accomplishment feelings.

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