

# EMOTIONAL INTELLIGENCE AMONG ACADEMIC LEADERS AS PERCEIVED BY FACULTY MEMBERS: A STUDY OF SELECTED UNIVERSITIES

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## ***ABSTRACT***

Emotional intelligence has been a focal theme of researchers in the recent past. Emotions have a tremendous influence on leadership and quality of decisions in institutions of higher learning. Emotional Intelligence is all about teamwork, leadership, partnership and vision. The emotionally intelligent leaders help an organisation to excel consistently in all these areas. An organization which has emotionally intelligent leaders has motivated, productive, efficient and committed staff. Emotional Intelligence is applicable to every human interaction business: from staff motivation to customer service, from brainstorming to company presentations. An organisation/institution where people are emotionally intelligent can work together to maximum effectiveness. It is expected that academic leaders who are high on emotional intelligence are key to organizational success; therefore academic leader should have the ability to sense employees' feelings about their work environments, to intervene when problems arise and to manage their own emotions.

It is in this regard, the present study examines the level of Emotional Intelligence among academic leaders (HOD's) as perceived by the faculty members working in the institutions of Higher learning in North India and also the importance of Emotional Intelligence (EI) in academic success.

**Keywords:** *Emotional Intelligence; Academic Leaders; Higher Education*

## **INTRODUCTION**

The standard of education is rising as the educational sector is undergoing a process of overhaul. Talking specifically of higher education, it has grown in a remarkable way and academic leaders of higher education have played a significant role in this growth. The role of academic leaders is very critical in their institutions. In order to do that, they have to perform in the best way. The performances of academic leaders rely on many factors like their emotional intelligence, leadership style and decision making. Emotional Intelligence is a true intelligence which helps a person to achieve success in every area of life whether it's at the workplace, home or society. It gives a foundation to build emotions in a balanced way so that a person can handle different situations in a very effective manner. The notion of emotional intelligence rises out of the search for a set of measurable tendencies and capabilities which, in addition to IQ, may serve as valid predictors of academic, occupational and life success (Fox and Spector, 2000).

However there are few issues which are faced by all the academic leaders due to multiple roles, attitude, behaviour and emotions related to job/role. This is because the role of academic leaders has also changed with the passage of time. Nowadays they no longer function as lecturers but work as facilitator of learning. Apart from teaching they have to perform many other roles like leading the faculty members, counseling or mentoring the students, supervising their performance, transferring knowledge apart from studies, guiding the students with latest technologies, continuous learning and development of their own skills, contributing in research work, publications, administrative work and many more. In order to do justice with all these roles emotional intelligence is the component which should be looked into.

Emotional intelligence is a competency that can help individual to recognize and manage his own emotion and identify others' emotion and build good relationship with them (Goleman 1996). This competency is crucial in teachers' education services, in order to achieve the vision towards producing teachers with the world class quality based on moral values of Indian community. Goad (2005) and Justice (2005) highlighted the relation between emotional intelligence with work performance and teacher education. They found that emotional intelligence acts as a basic factor to the personal well-being and professional sustainability of the pre and in service teachers. This is due to the role of emotional intelligence in managing self, understanding others, managing relations between humans and interaction with the environment.

Therefore, emotional intelligence competence is an essential need, especially for teacher educators as they are dealing with students (teacher trainees) from different background and various challenges in the working environment.

Behind the emotional intelligence model is the theory that personal improvement will lead to professional success and enhanced workforce engagement through building happy, self-confident employees. Ability to positively manipulate other people's emotions and ability to control one's emotions play a key role in triggering employee engagement especially in case of academic leaders. Academic leaders feel a sense of pride in their organisation when they are emotionally engaged and become motivated to work for it. Their positive energy transfers to their subordinates and makes the learning more effective.

## **REVIEW OF LITERATURE**

Emotional Intelligence (EI) has its origin in the idea of "Social Intelligence," which was first identified by E.L. Thorndike. Thorndike defined Social Intelligence as "the ability to understand and manage men and women, boys and girls – to act wisely in human relations" (Thorndike, 1920). Following Thorndike, Gardner (1983) proposed his theory of multiple intelligence which included interpersonal and intrapersonal intelligences that were closely related to social intelligence concept. Although Gardner did not use the term emotional intelligence, his ideas of interpersonal and intrapersonal intelligences provided the basis for the concept of emotional intelligence. Put simply, intrapersonal intelligence is the ability to manage one's own emotions and interpersonal intelligence is the ability to manage the emotions of others as well as dealing with others.

The credit for first usage of the term 'Emotional Intelligence' goes to Wayne Leone Payne. He used it in his doctoral thesis –*'A study of emotion: developing emotional intelligence; self-integration; relating to fear, pain and desire'* in 1985 (Payne, 1985). Bar-On (1988) developed perhaps the first instrument to assess EI in terms of a measure of well-being. In his doctoral dissertation he used the term 'Emotional Quotient' (EQ). Later on he developed the 'Emotional Quotient Inventory' (EQ-I), (Bar-On, 1997).

In 1990, psychologists Salovey and Mayer (1990) first formally identified the term emotional intelligence and defined it as "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". While many scholars have contributed to this topic, an influential emotional intelligence model developed by Goleman has received prominence. Goleman (1998a) 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". Boyatzis *et al.* (2000) refined Goleman's, 1998a emotional intelligence model from five dimensions (self-awareness, self-regulation, motivation, empathy and social skills) down to four (self-awareness, self-management, social-awareness and relationship management), to capture the full scope of emotional competencies.

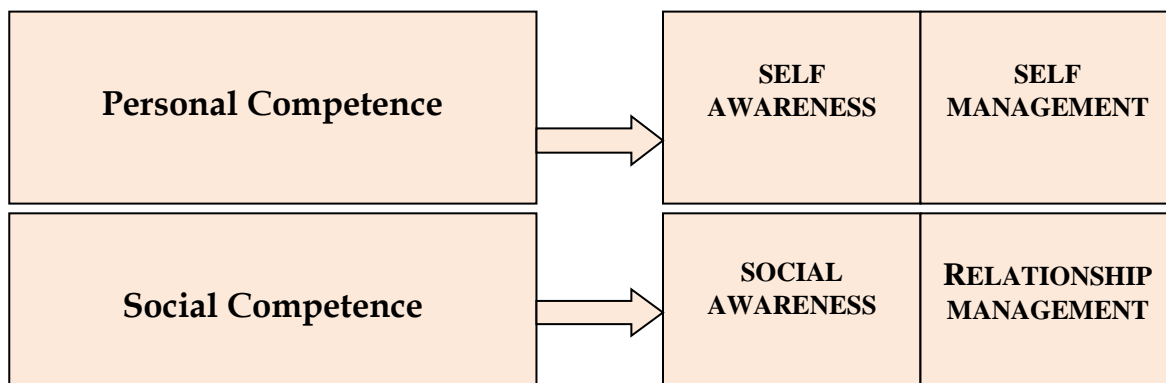
Goleman (1996) and Bar-On (1997) identified self-awareness as the most important dimension of emotional intelligence. Self-awareness is the keystone of emotional intelligence (Goleman, 1996). If someone knows their internal states of emotion, it allows self-control and leads to empathy in others. Further, according to Goleman (1996), self-control or self-managing of our emotions can keep us away from anger, anxiety and gloom and, in turn, allow us to become active in our work and life. Social awareness is recognising emotions in others, or the ability to know how another feels. Goleman (1996) stated, "empathy, another ability that builds on emotional self-awareness, is the fundamental people skill". Empathy is important in relationship management, the skill of managing emotions in others (Goleman, 1996).

Based on Goleman's emotional intelligence model, Bradberry and Greaves (2009) defined emotional intelligence based on a connection between what a person sees and does with the self and with others. According to Bradberry and Greaves (2009), there are four emotional intelligence skills that pair up under two primary competencies: personal competence and social competence. Personal competence is made up of self-awareness and self-management skills, which focus more on us individually than on our interactions with other people. Personal competence is our ability to stay aware of our emotions and manage our behaviour and tendencies. Social competence is made up of social awareness and relationship management skills; social competence is the ability to understand other people's moods, behaviour and motives in order to improve the quality of relationships. The four emotional intelligence skills (figure 1) as given by Bradberry and Greaves (2009) are discussed below:

## Self-Awareness

Self-awareness is the ability to accurately perceive our emotions in the moment and understand our tendencies across situations. Self-awareness includes staying on top of our typical reactions to specific events, challenges, and people. A keen understanding of our tendencies is important, it helps us quickly make sense of our emotions. A high degree of self-awareness requires a willingness to tolerate the discomfort of focusing on feelings that may be negative.

Self-awareness is not about discovering deep, dark secrets or unconscious motivations, but, rather, it comes from developing a straightforward and honest understanding of what makes you tick. People high in self-awareness are remarkably clear in their understanding of what they do well, what motivates and satisfies them, and which people and situations push their buttons.



*Figure 1: Bradberry and Salovey (2009) model of Emotional Intelligence*

## Self-Management

Self-management is what happens when we act- or do not act. It is dependent on our self-awareness and is the second major part of personal competence. Self-management is our ability to use our awareness of our emotions to stay flexible and direct our behaviour positively. This means managing our emotional reactions to situations and people. Some emotions create a paralyzing fear that makes our thinking so cloudy that the best course of action is nowhere to be found- assuming that there is something we should be doing. In these cases, self-management is revealed by our ability to tolerate the uncertainty as we explore our emotions and options.

## Social Awareness

Social awareness is the ability to accurately pick up on emotions in other people and understand what is really going on with them. This often means perceiving what other people are thinking

and feeling even if we do not feel the same way. It is easy to get caught up in our own emotions and forget to consider the perspective of the other party. Social awareness ensures we stay focused and absorb critical information.

### **Relationship Management**

Relationship management is the ability to use our awareness of our own emotions and those of others to manage interactions successfully. This ensures clear communication and effective handling of conflict. Relationship management is also the bond we build with others over time. People who manage relationships well are able to see the benefit of connecting with many different people, even those they are not fond of. Solid relationships are something that should be sought and cherished. They are the result of how we understand people, how we treat them, and the history we share. The weaker the connection we have with someone, the harder it is to get our point across (Bradberry and Greaves, 2009).

**Rosete and Ciarrochi (2005)** investigated why intelligent and experienced leaders are not always successful in dealing with environmental demands and with life in general, by examining the relationship between emotional intelligence, personality, cognitive intelligence and leadership. Their results revealed that higher emotional intelligence was associated with higher leadership effectiveness, and that emotional intelligence explained the variance not explained by either personality or Intelligence Quotient (IQ).

Research shows that IQ alone only explains 4-10 percent of achievement at work (Sternberg, 1996). Emotional Intelligence is twice as important as technical skills and intellectual intelligence for jobs at all levels; intellectual intelligence only contributes about 20 percent of the factors that determine life success, which leaves 80 percent to other forces (Goleman, 1996). Martinez (1997) even claimed that emotional intelligence likely accounts for the remaining 80 percent. Goleman (1998a) further asserted that 'IQ' and technical skills do matter, but mainly as threshold capabilities.

### **OBJECTIVES OF THE STUDY**

1. To examine the level of emotional intelligence among academic leaders in higher education sector as perceived by the faculty members in sample selected organisations.
2. To make comparison of universities under study in relationship to referred variables.

3. To make state wise comparison in relationship to referred variables.

## RESEARCH METHODOLOGY

The present study was exploratory cum descriptive in nature and the sample comprised of Professors, Associate Professors, and Assistant Professors from selected universities of north Indian states under study. The study has been conducted in north Indian states i.e. Uttar Pradesh, Haryana, Jammu & Kashmir and the Union Territory of Delhi. In total 250 questionnaires were distributed out of which 205 were found to be fit for analysis. The employees included from universities under study were governed by the principles of proportionate sampling. The data for the study was collected both through the primary and secondary sources. For the purpose of conducting the present study, the north Indian states under study were first divided into two strata. The stratification variable used for this purpose was type of university i.e. central and state universities. The selection of the universities was based on stratified random sampling (table 1).

**Table 1: Universities distinguished on the basis of Central and State**

Type of University	Name of the University
Central Universities	Delhi University, Aligarh Muslim University, Jammia Millia Islamia, Central University of Kashmir, Central University of Haryana
State Universities	University of Kashmir, University of Lucknow, University of Jammu, Maharishi Dayanand University, Guru Gobind Singh Indraprastha University

The emotional intelligence scale has been adapted from Hyde *et al.* (2002). To capture the responses of the sample elements, a five point Likert scale (ranging from 1: strongly disagree; 2: disagree; 3: Undecided; 4: agree; 5: strongly agree) was used throughout the study. Emotional intelligence scale comprised of 34 items.

The refinement of the instrument was done through effective factor analysis followed by confirmatory factor analysis. EFA was performed for the exploration of dimensions. The analysis

was initially performed on 34 items, based on the results the items were reduced to 28. The model fit was also in the acceptable range

It is to be mentioned here that in emotional intelligence scale, items of factor Altruistic behaviour and as well as one item of factor self-development showed their loadings in the factor “Commitment”. Therefore, both were combined and accordingly renamed as “Commitment and Altruism” as one factor. Items of factor Value Orientation also showed their loadings in the factor “Integrity” and thus renamed as “Value Orientation and Integrity”. Also one item of Self-development showed its loading in the factor “Emotional stability”. The items which loaded in the other factors were closely related to the factor in which they showed their loadings.

## **ANALYSIS AND INTERPRETATION**

### ***LEVEL OF EMOTIONAL INTELLIGENCE***

The perception of faculty members about their HOD’s emotional intelligence and its dimensions in the ten sample universities is provided in table 2. A mean score of 3.80 or percentage score of 76.0 % indicates that an above average level of emotional intelligence is perceived by faculty members about their HOD’s in the sampled universities. The standard deviation of 0.470 also supports that the results are reasonably trustworthy. The perception of faculty members of the sample universities regarding the dimensions of emotional intelligence also appears to be at an above average level with mean scores of 3.89, 3.58, 3.75, 3.71, 3.86, 3.88, and 3.99 reported for managing relations, self-motivation, commitment and altruism, self-awareness, empathy, emotional stability and ‘value orientation and integrity’ respectively (table 2).

**Table 2: Emotional Intelligence of HOD’s as perceived by faculty members**

<b>S.No.</b>	<b>Dimension</b>	<b>Mean score</b>	<b>Percentage of Mean score</b>	<b>Standard Deviation</b>	<b>Ranking</b>
<b>1.</b>	<b>MR</b>	3.89	77.8	.782	2 <sup>nd</sup>
<b>2.</b>	<b>SM</b>	3.58	71.6	.743	7 <sup>th</sup>
<b>3.</b>	<b>CA</b>	3.75	75.0	.763	5 <sup>th</sup>
<b>4.</b>	<b>SA</b>	3.71	74.2	.817	6 <sup>th</sup>
<b>5.</b>	<b>EY</b>	3.86	77.2	.751	4 <sup>th</sup>



6.	ES	3.88	77.6	.751	3 <sup>rd</sup>
7.	VOI	3.99	79.8	.619	1 <sup>st</sup>
<b>Overall EI</b>		<b>3.80</b>	<b>76.0</b>	<b>.470</b>	<b>-</b>

*Source: Data compilation by the scholar for the present study*

*Note: MR = Managing Relations; SM = Self-Motivation; CA = Commitment and Altruism; SA = Self Awareness; EY = Empathy; ES = Emotional Stability; VOI = Value Orientation and Integrity; and EI = Emotional Intelligence.*

Among the seven dimensions of emotional intelligence, the respondents have reported highest for value orientation and integrity followed by managing relations, emotional stability, empathy, commitment and altruism, self-awareness and self-motivation respectively.

### ***Emotional Intelligence across States: A Comparison on the basis of Faculty Perception***

A comparison between faculty members of the four states under study, with respect to the emotional intelligence of their HOD's in their respective institutions is given in table 3. From a comparative view point, the faculty members of Delhi state have reported the most favourable perception regarding the emotional intelligence of their HOD's, with a mean score of 3.94 or percentage score of 78.8 percent. Among the four states, faculty members of Jammu & Kashmir have reported the lowest mean score (3.68) or percentage score of 73.6 with respect to the emotional intelligence of their HOD's. Uttar Pradesh stands at second with the mean score of 3.83 or percentage mean score of 76.6 and Haryana figures at rank third with the mean score of 3.75 or the percentage score of 75.0.

**Table 3: Emotional Intelligence Across states: A comparison on the basis of Faculty Perception**

S.No.	State	Mean score	Percentage of Mean score	Ranking	F- value	Sig. *
1.	Jammu & Kashmir	3.68	73.6	4 <sup>th</sup>	2.099	.099 <sup>ns</sup>
2.	Delhi	3.94	78.8	1 <sup>st</sup>		
3.	Haryana	3.75	75.0	3 <sup>rd</sup>		
4.	Uttar Pradesh	3.83	76.6	2 <sup>nd</sup>		

*Source: Data compilation by the scholar for the present study*

*\*p<.05; ns = not significant*

A one way Anova test was employed to examine whether the differences in the mean scores of the respondents from four states are statistically significant or not. The results revealed that the difference is merely an outcome of chance factor and not statistically significant (F-value =2.099; sig=.099), indicating that the perception of the respondent faculty members regarding the emotional intelligence of their HOD's in different states is more or less the same.

***Emotional Intelligence across Universities and its Comparison***

In the present study, an attempt is also made to analyze and compare the perception of faculty members regarding emotional intelligence of their HOD's across the ten sample universities. Overall, the faculty members of all the ten sample universities report a fairly positive and satisfied perception with respect to the emotional intelligence of their HOD's in their respective institutions.

From a comparative view point (table 4), the faculty members of Delhi University have reported the most favourable perception regarding the emotional intelligence of their HOD's, with a mean score of 3.88 or percentage mean score of 77.6. Among the ten sample universities, faculty members of Central University of Haryana have reported the lowest mean score (3.73) with respect to the emotional intelligence level of their HOD's. Additionally, Delhi University is followed by Aligarh Muslim University with the mean score of 3.87 or the percentage score of 77.4, Jammia Millia Islamia and University of Lucknow with the mean score of 3.84 or the percentage score of 76.8, University of Jammu with the mean score of 3.79 or the percentage score of 75.8, Central University of Kashmir and University of Kashmir with the mean score of 3.77 or the percentage score of 75.4, Maharishi Dayanand University with the mean score of 3.76 or the percentage score of 75.2 and finally Guru Gobind Singh Indraprastha University with the mean score of 3.75 or the percentage score of 75.0.

**Table 4: University wise comparison regarding Emotional Intelligence**

S.No.	University Code**	Mean Score	Percentage Score	F- value	Sig.*
1.	UOK	3.77	75.4	0.971	.462 <sup>ns</sup>
2.	GGSIU	3.75	75.0		
3.	UOJ	3.79	75.8		

<b>4.</b>	UOL	3.84	76.8		
<b>5</b>	MDU	3.76	75.2		
<b>6.</b>	CUK	3.77	75.4		
<b>7.</b>	DU	3.88	77.6		
<b>8.</b>	JMI	3.84	76.8		
<b>9.</b>	AMU	3.87	77.4		
<b>10.</b>	CUH	3.73	74.6		
	<b>Total</b>	<b>3.80</b>	<b>76.0</b>		

**Source:** Data compilation by the scholar for the present study

**Note:** \*\*UOK: University of Kashmir; GGSIU: Guru Gobind Singh Indraprastha University; UOJ: University of Jammu; UOL: University of Lucknow; MDU: Maharishi Dayanand University; CUK: Central University of Kashmir; DU: Delhi University; JMI: Jammia Millia Islamia; AMU: Aligarh Muslim University; CUH: Central University of Haryana; \* $p < .05$ ; ns = not significant.

A one way Anova test was employed to examine whether the differences in the mean scores of the ten respondent universities are statistically significant or not. The results revealed that the difference is merely an outcome of chance factor and not statistically significant (F-value = 0.971; sig = .462), indicating that the perception of the respondent faculty members about their HOD's from different Universities is more or less the same.

#### ***Emotional Intelligence: A Comparison of State and Central Universities***

From a comparative stand point, emotional intelligence in central universities appears to be better (mean score = 3.83; %age of mean score = 76.6%) than the state universities (mean score = 3.77; %age of mean score = 75.4%) (Table 5).

**Table 5: Emotional Intelligence: A comparison of State and Central Universities**

	<b>Mean Score</b>	<b>% of Mean Score</b>	<b>Z-Value</b>	<b>Sig.*</b>
State Universities	3.77	75.4	-1.525	0.128 <sup>ns</sup>
Central Universities	3.83	76.6		
<b>Overall</b>	<b>3.80</b>	<b>76.0</b>		

**Source:** Data compilation by the scholar for the present study

**Note:** \* $p < .05$ ; ns = not significant

However, z-test was employed to examine whether the differences between the state and central universities are statistically significant or not. The results revealed that the difference is merely an outcome of chance factor and not statistically significant ( $z$ -value = -1.525;  $p$  value = 0.128).

## **FINDINGS**

- The results revealed that the faculty members of the sample universities perceived the emotional intelligence of their academic leaders at an above average level and are fairly satisfied with their academic leaders level of emotional intelligence.
- The perception of faculty members in the Indian universities regarding the dimensions of emotional intelligence among their leaders also appears to be at an above average level.
- Among the seven dimensions of emotional intelligence, the faculty members have reported highest for value orientation & integrity followed by managing relations, emotional stability, empathy, commitment and altruism, self-awareness and self- motivation elements about their academic leaders.
- Further, state wise descriptive statistics and comparison thereof was studied which showed that emotional intelligence level of academic leaders is of higher order in Delhi state followed by Uttar Pradesh, Haryana and Jammu & Kashmir respectively. However, among the four states under study, it was also found that there is no significant difference in the level of emotional intelligence among the academic leaders as perceived by the faculty members in different states.
- The faculty members of Delhi University have reported the most favourable perception regarding the emotional intelligence of their academic leaders while as faculty members of Central University of Haryana have reported the lowest mean score with respect to the emotional intelligence level of their academic leaders.
- Among the universities under study, it was also found that there is no significant difference in the level of emotional intelligence among the academic leaders across these universities indicating that the perception of the respondent faculty members towards their academic leaders from different universities is by and large the same.

- The emotional intelligence of academic leaders in central universities appears to be better than that of in the state universities. However, there is not any significant difference between central and state universities regarding emotional intelligence of academic leaders.

## **CONCLUSION AND DISCUSSION**

The faculty members of selected sample universities perceive the emotional intelligence of their academic leaders to exist at an above average level. This is due to the reason that the leaders from selected sample universities are able to manage interactions successfully with their faculty members, are able to ensure clear communication, and are able to effectively solve conflicts within an institution. The faculty members also perceive this because their academic leaders are aware about their emotions and are able to distinguish between what is right and what is wrong. They are always there to help their sub-ordinates in any sort of situation and always remain empathetic towards them. The leaders in selected sample universities lay great emphasis on relationship building with their sub-ordinates. Further the faculty members of all the universities under study perceive that their academic leaders focus more on value orientation and integrity. This is very important particularly in the institutions of higher learning. If a leader cannot distinguish between what is right and what is wrong, the faculty members working under him/her leadership will not give their best at work. The academic leaders are also honest whether in taking decisions or some other issues related to the department. Emotional intelligence of academic leaders from Delhi state is higher than the leaders from other three states. It is due to this reason, most of the universities of Delhi have been ranked consistently among the top universities of India in general and North India in particular. The academic leaders from Delhi state focus more on emotions. They are able to understand emotions of others and accordingly take the necessary action required as compared to the HOD's from other three states under study. One of the reasons why universities from Jammu and Kashmir State do not figure among the top ranking universities of India could be as a reason of inadequate emotional intelligence of academic leaders. This is vindicated with the results that academic leaders from Jammu and Kashmir State got the least score for emotional intelligence. Overall the results show that faculty members of Delhi University have the most favourable perception regarding the emotional intelligence of their academic leaders while faculty members of Central University of Haryana have the least. Central University of Haryana is the recently established University due to which

it's work culture differs with the already well-established universities. The employees of Central University of Haryana perceive that their academic leaders are not able to understand their emotions that much and are not able to manage their own emotions and others emotion as well which has to be looked into by the higher authorities of Central University of Haryana.

The setup of state and central universities differs in many ways. The emotional intelligence among academic leaders from central universities was found better than state universities, which is why out of 5 central universities of the present study, 3 universities namely Delhi University, Aligarh Muslim University and Jammia Millia Islamia have been consistently ranked among the top universities of India by various ranking agencies like Times Higher Education, National Institutional Ranking Framework (NIRF) etc. The academic leaders of the central universities have good relationships with their faculty members as compared to state universities and are more committed leaders towards their institution.

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