



International Journal of Physical and Social Sciences

(ISSN: 2249-5894)

CONTENTS

Sr. No.	TITLE & NAME OF THE AUTHOR (S)	Page No.
<u>1</u>	Democracy And Governance: A Revisititional Discourse. S. T. Akindele, PhD and O. O. Adeyemi	<u>1-47</u>
<u>2</u>	Leadership: A New Synthesis. Akindele, S.T., PhD. and Adeyemi, O. O.	<u>48-93</u>
<u>3</u>	Cells involved in wear-mediated osteolysis. Mrinal K.Musib, Ph.D.	<u>94-107</u>
<u>4</u>	The Leadership and the Retention of Employees That Work for Nongovernmental Organization (NGOs) in Thailand. Matchakarn Ya-anan	<u>108-122</u>
<u>5</u>	A Review On Extent Of Sustainability Of Educational Projects: A Case Of Strengthening Of Mathematics And Science In Secondary Education (Smasse) Project In Kenya. Henry Onderi and Getrude Malala	<u>123-144</u>
<u>6</u>	Improving the educational decision –making system –from the viewpoint of members of education faculties settled in Tehran and staff managers and Specialists in the Ministry of Education. Armin Mahmoudi	<u>145-158</u>
<u>7</u>	Econometric Analysis of Income of Nomads In Irrigated Areas Of Cholistan Desert. Mariam Abbas Soharwardi, Karamat Ali and Jamal Abdul Nasir	<u>159-176</u>
<u>8</u>	Distance Education and Conventional Education; A Case Study through Review of Literature. Ms. Iffat Beg	<u>177-197</u>
<u>9</u>	‘Bt’ Cotton: Resource Use Efficiency in India. Dr. A. Balakrishna	<u>198-216</u>
<u>10</u>	Simone De Beauvoir’s Contribution To Feminism With Reference To The Second Sex. Sachin Vaman Londhe	<u>217-232</u>
<u>11</u>	Identification Of Decision Parameters Influencing Destination Choices Of Indian Domestic Tourists. Harikrishna M. and Rajat Rastogi	<u>233-263</u>
<u>12</u>	Customers Perception Towards Mobile Number Portability. Mrs. Dhanya. J. S	<u>264-282</u>
<u>13</u>	A Case Study On Employee Motivational Practices At Airport Authority Of India Limited With Special Reference To Chennai Airport. Simeon S. Simon, S. Jacob Pratabaraj and Sneha George	<u>283-301</u>
<u>14</u>	Recruitment Policies In Indian Railways–Case Study Of South Western Railway, Hubli. Dr. C. P. Manohar	<u>302-317</u>
<u>15</u>	A Study on Challenges and Opportunities for Agricultural Development in India. Dr. V. J. R. Emerson Moses	<u>318-332</u>
<u>16</u>	Emotional Intelligence Of Students In A B-School. A. K. Mohapatra and Deepak Pattnaik	<u>333-353</u>
<u>17</u>	World Economy And Terrorism: An Over View. Dr. Bhuvnender Chaudhary, Amit Sarkar and Nikhil Monga	<u>354-379</u>

Chief Patron

Dr. JOSE G. VARGAS-HERNANDEZ

Member of the National System of Researchers, Mexico

Research professor at University Center of Economic and Managerial Sciences,

University of Guadalajara

Director of Mass Media at Ayuntamiento de Cd. Guzman

Ex. director of Centro de Capacitacion y Adiestramiento

Patron

Dr. Mohammad Reza Noruzi

PhD: Public Administration, Public Sector Policy Making Management,

Tarbiat Modarres University, Tehran, Iran

Faculty of Economics and Management, Tarbiat Modarres University, Tehran, Iran

Young Researchers' Club Member, Islamic Azad University, Bonab, Iran

Chief Advisors

Dr. NAGENDRA. S.

Senior Asst. Professor,

Department of MBA, Mangalore Institute of Technology and Engineering, Moodabidri

Dr. SUNIL KUMAR MISHRA

Associate Professor,

Dronacharya College of Engineering, Gurgaon, INDIA

Mr. GARRY TAN WEI HAN

Lecturer and Chairperson (Centre for Business and Management),

Department of Marketing, University Tunku Abdul Rahman, MALAYSIA

MS. R. KAVITHA

Assistant Professor,

Aloysius Institute of Management and Information, Mangalore, INDIA

Dr. A. JUSTIN DIRAVIAM

Assistant Professor,

Dept. of Computer Science and Engineering, Sardar Raja College of Engineering,

Alangulam Tirunelveli, TAMIL NADU, INDIA

Editorial Board

Dr. CRAIG E. REESE

Professor, School of Business, St. Thomas University, Miami Gardens

Dr. S. N. TAKALIKAR

Principal, St. Johns Institute of Engineering, PALGHAR (M.S.)

Dr. RAMPRATAP SINGH

Professor, Bangalore Institute of International Management, KARNATAKA

Dr. P. MALYADRI

Principal, Government Degree College, Osmania University, TANDUR

Dr. Y. LOKESWARA CHOUDARY

Asst. Professor Cum, SRM B-School, SRM University, CHENNAI

Prof. Dr. TEKI SURAYYA

Professor, Adikavi Nannaya University, ANDHRA PRADESH, INDIA

Dr. T. DULABABU

Principal, The Oxford College of Business Management, BANGALORE

Dr. A. ARUL LAWRENCE SELVAKUMAR

Professor, Adhiparasakthi Engineering College, MELMARAVATHUR, TN

Dr. S. D. SURYAWANSHI

Lecturer, College of Engineering Pune, SHIVAJINAGAR

Dr. S. KALIYAMOORTHY

Professor & Director, Alagappa Institute of Management, KARAIKUDI

Prof S. R. BADRINARAYAN

Sinhgad Institute for Management & Computer Applications, PUNE

Mr. GURSEL ILIPINAR

ESADE Business School, Department of Marketing, SPAIN

Mr. ZEESHAN AHMED

Software Research Eng, Department of Bioinformatics, GERMANY

Mr. SANJAY ASATI

Dept of ME, M. Patel Institute of Engg. & Tech., GONDIA(M.S.)

Mr. G. Y. KUDALE

N.M.D. College of Management and Research, GONDIA(M.S.)

Editorial Advisory Board

Dr. MANJIT DAS

Assistant Professor, Deptt. of Economics, M.C.College, ASSAM

Dr. ROLI PRADHAN

Maulana Azad National Institute of Technology, BHOPAL

Dr. N. KAVITHA

Assistant Professor, Department of Management, Mekelle University, ETHIOPIA

Prof C. M. MARAN

Assistant Professor (Senior), VIT Business School, TAMIL NADU

Dr. RAJIV KHOSLA

Associate Professor and Head, Chandigarh Business School, MOHALI

Dr. S. K. SINGH

Asst. Professor, R. D. Foundation Group of Institutions, MODINAGAR

Dr. (Mrs.) MANISHA N. PALIWAL

Associate Professor, Sinhgad Institute of Management, PUNE

Dr. (Mrs.) ARCHANA ARJUN GHATULE

Director, SPSPM, SKN Sinhgad Business School, MAHARASHTRA

Dr. NEELAM RANI DHANDA

Associate Professor, Department of Commerce, kuk, HARYANA

Dr. FARAH NAAZ GAURI

Associate Professor, Department of Commerce, Dr. Babasaheb Ambedkar Marathwada University, AURANGABAD

Prof. Dr. BADAR ALAM IQBAL

Associate Professor, Department of Commerce, Aligarh Muslim University, UP

Dr. CH. JAYASANKARAPRASAD

Assistant Professor, Dept. of Business Management, Krishna University, A. P., INDIA

Technical Advisors

Mr. Vishal Verma

Lecturer, Department of Computer Science, Ambala, INDIA

Mr. Ankit Jain

Department of Chemical Engineering, NIT Karnataka, Mangalore, INDIA

Associate Editors

Dr. SANJAY J. BHAYANI

Associate Professor, Department of Business Management, RAJKOT, INDIA

MOID UDDIN AHMAD

Assistant Professor, Jaipuria Institute of Management, NOIDA

Dr. SUNEEL ARORA

Assistant Professor, G D Goenka World Institute, Lancaster University, NEW DELHI

Mr. P. PRABHU

Assistant Professor, Alagappa University, KARAIKUDI

Mr. MANISH KUMAR

Assistant Professor, DBIT, Deptt. Of MBA, DEHRADUN

Mrs. BABITA VERMA

Assistant Professor, Bhilai Institute Of Technology, DURG

Ms. MONIKA BHATNAGAR

Assistant Professor, Technocrat Institute of Technology, BHOPAL

Ms. SUPRIYA RAHEJA

Assistant Professor, CSE Department of ITM University, GURGAON

Title

**EMOTIONAL INTELLIGENCE OF STUDENTS IN A
B-SCHOOL**

Author(s)

A. K. Mohapatra

Professor (HRM),

School of Management,

K. J. Somaiya Institute of Management, Bhubaneswar, Odisha.

Deepak Pattnaik

Lecturer (Humanities),

Centre for Management Studies,

*Orissa Engineering College, B.B.S.R.,
Odisha.*

ABSTRACT:

Students studying in B-schools get varieties of inputs (academic and otherwise). This paper investigates whether this process has any effect on the students on their emotional intelligence (EI). The paper also investigates the relationship between EI and academic performance of these students in the B-school (institute). It also studies if EI is dependent on gender. To represent emotional intelligence, emotional quotient has been used as the measure. The sample for the study was from three batches of students from 2009-11(Junior), 2008-10 (Senior) and 2007-09 (Super Senior). The juniors were fresher in the institute. The seniors had spent about a year in the institute where as the super seniors had spent about two years. The sample comprised boys and girls from various states with different academic qualifications. The instrument for measuring emotional quotient through a questionnaire was developed by Chadha (2003) and Singh (2003). The data on academic performance of these students were collected from the concerned office of the B-school. The name of the institute is not indicated here on request. In the first stage, the score of EQ of the students of three batches was analysed. It was found that EQ of students increased from juniors to seniors and from seniors to super seniors. In the next phase, the EQ scores of boy-students and girl-students were analysed. It was found that EQ is not free from gender orientation. Girls have a higher EQ than boys in the institute. However, the author feels that this finding needs to be confirmed with a larger sample. In the final stage, EQ of students and their academic performance was analysed. It was found that students with high EQ were not necessarily high in academic performance. The conclusion from all this is that the various inputs in the B-school on the students is positive increasing their EQ preparing them well for performance in organizations after they pass out. The second conclusion is academic performance does not require all the abilities that are required for higher EQ of an individual.

INTRODUCTION:

The term EI was developed and 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 a person's success in life and the balance can be attributed to 'emotional intelligence' or EQ. Goleman (1998) 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 suggests that EI is the ability to perceive and express emotion, assimilate it in thought, understand and reason with it in self and others. The model claims that EI includes four types of abilities:

1. Perceiving emotions – the ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts — including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.
2. Using emotions – the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.
3. Understanding emotions – the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.
4. Managing emotions – the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

The second category includes Goleman (1996). In his model of EI, Goleman (1996) defined EI on the basis of traits that include control of the self, zeal, persistence and the ability to motivate oneself. Bar-On (1997) focused on non-cognitive capabilities that influences one's ability to succeed in life. Goleman's model outlines four main EI constructs.

1. Self-awareness – the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions.

2. Self-management – involves controlling one's emotions and impulses and adapting to changing circumstances.
3. Social awareness – the ability to sense, understand, and react to others' emotions while comprehending social networks.
4. Relationship management – the ability to inspire, influence, and develop others while managing conflict.

Goleman includes a set of emotional competencies within each construct of EI. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies.

We are not discussing Bar – On (1997) model for the purpose of this study.

HIGHER EQ LEADS TO BETTER WORK PERFORMANCE:

Research has indicated that individuals with higher levels of EI are more likely to experience performance related success than the 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. Kelley 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 performers. They concluded that social and emotional abilities were 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 higher the 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 researches have opposite conclusions like Shaffer and Shaffer (2005) who found no relationship between emotional stability and performance variables.

There is no published finding of research available on relationship between EQ and academic performance in a post graduate level business school.

EQ CAN BE DEVELOPED:

Irrespective of the current level of EQ, one can learn to develop it. The process of developing EQ is not that difficult. Human beings are not all created emotionally equal: all have widely differing natural temperaments. Unlike IQ, EQ can be significantly raised (Dalip 2003).

EQ OF STUDENTS AND B-SCHOOLS:

In view of the discussions above, a few conclusions can be made. EQ is important for people. Organisations and corporate entities should ensure having employees with higher EQ so that the performance is higher. EQ can be developed. Business schools normally prepare students for the corporate world. Hence, in addition to other aspects, care should be taken to improve the EQ of the students during their tenure in the business schools. The author wanted to test whether EQ of students really increase as they spend time in a leading business school. In addition, two other aspects also have been studied. The name of the institution has not been indicated as the institute did not want to be named.

HYPOTHESES:

The following hypotheses have been formulated for empirical testing:

- **Hypothesis 1:**

EQ level does not increase from juniors to seniors and from seniors to their seniors in a business school.

▪ **Hypothesis 2:**

EQ is independent of gender of students in a business school.

▪ **Hypothesis 3:**

Academic performance of the students is directly related to EQ. In other words, students with higher EQ necessarily show better academic performance in a business school.

METHODOLOGY:

THE SAMPLE

The sample of the present study comprised 50 (25 boys and 25 girls) students each from batches of 2009-11 (juniors), 2008-10 (seniors) and 2007-09 (super seniors) of the business school, Bhubaneswar. Thus, the total sample size is 150. The age of the subjects was between 20 to 30 years. Mean age of the sample was 22 years. The composition of the sample was chosen at random to represent students from various states with different academic backgrounds. Data were collected from the students personally with their consent outside their academic sessions.

THE INSTRUMENT

Emotional quotient was measured using the emotional intelligence test (EIT), developed by Chadha (2003) and Singh (2003). 15 items measuring emotional reactions to different situations were taken. Designed especially for the Indian population, EIT has been standardized for adults including students. It comprises 15 questions with 4 options. This test measures EQ through emotional reaction to different situations.

The retest reliability of the instrument was 0.94. The split-half reliability in the case of odd-even items was 0.89 for the first half and second half was 0.91. Hence, the instrument can be considered as enjoying high reliability.

The validity was tested with the help of two techniques (1) face validity, and (2) empirical validity. The scores from the tests were correlated to determine the validity index. The validity was 0.92. This indicates that the EQ scale is valid.

ACADEMIC PERFORMANCE

Academic performance in business schools normally is represented by Cumulative Grade Point Aggregate (CGPA). This is a point between 0 and 10. CGPA is awarded to students after completion of one year. Hence, this score is there for seniors and super seniors. Juniors do not have this score. The sample size for this dimension therefore is 100 and not 150. CGPA of the students were collected from the office of Post Graduate Programme of the business school. The students were divided into excellent, good and average categories on the basis of CGPA. The categories are as follows:

- Excellent: Students having more than 7.90 CGPA.
- Good: Students having CGPA between 5.91 and 7.90
- Average: Students having less than 5.91 CGPA.

At this stage of the study, it has been assumed that the evaluation of performance of these students and their CGPA are correct.

RESULTS:

TABLE – A

EQ SCORE AND CORRESPONDING EQ LEVEL

EQ SCORE	EQ LEVEL
170 - 196	Low
197 – 223	Moderate

224 - 250	High
251 - 277	Extremely High

The students scoring between 170 and 196 were having low emotional intelligence. All the students fell into one of the four categories of low, moderate, high or extremely high emotional intelligence level depending on the EQ score they get. The scores and corresponding levels are in accordance with the instrument.

TABLE - B
EQ SCORE AND PERFORMANCE OF STUDENTS

EQ SCORE	PERFORMANCE OF STUDENTS		
	EXCELLENT	GOOD	AVERAGE
	NUMBER OF STUDENTS		
Low (170-196)	3	14	2
Moderate(197-223)	2	15	2
High (224-250)	4	28	1
Extremely High (251-277)	8	20	1

The data collected were tabulated as above. Depending on the EQ score of the students and the performance category they belong to, the table was developed. It shows number students in excellent, good and average categories with their EQ scores.

Table B shows EQ is not necessarily linked to academic performance of students. 8 students with extremely high EQ are in excellent category of academic performance. But, so are 3 students with low EQ. 20 students with extremely high EQ are good academic performers where as 28 students with high EQ are in the same category. On the other hand, we see that only 2 students of

62 students with high and extremely high are average performers. Hence, this gives us an idea about the lack of dependence of academic performance on EQ fully.

But, more analysis will be of conclusive value. We use the following statistical tools.

STATISTICAL TOOLS:

To study the dependence of EQ of the students on the time spent in the institute statistical tool used was ANOVA. The dependence of EQ on gender was also tested in this method. To study the relationship between emotional quotient and academic performance, correlation analysis was carried out. The statistical tool used was regression. Regression analysis tests were carried out to assess the degree of strength between two parameters *i.e.* EQ and academic performance.

In the current analysis, R is the relationship between EQ and CGPA. It may be positive or negative. If R is positive it shows a direct relationship between EQ and CGPA. If R is negative the relationship becomes indirectly proportional, one may increase with the other decreasing. Similarly R square is the degree of relationship between EQ and CGPA. When R square is above 0.80, the positive relationship can be concluded as strong.

ANALYSIS:

Table 1 at annexure **I** is the Anova analysis for boys and girls separately to test hypothesis 1.

Table 2 at annexure **II** is the Anova analysis for boys and girls together to test hypothesis 2.

Table 3 at annexure **III** is the regression for boys and girls to test hypothesis 3.

RESULTS & DISCUSSION:

For the purpose of convenience, we will use A to represent students from the batch of 2007-2009. This is the oldest amongst the three batches for our study. They are super seniors. This batch has spent maximum time in the B-School. B represents the next junior batch of 2008-2010. They have spent less time than A in the school. They are seniors. C represents the junior most batch of 2009-2011. C has spent least time in the school. They are juniors.

FINDINGS - 1

In table 1, analysis is being done for comparison between boys and girls of different years as A, B, and C separately. There are **four F** values are computed as F_1 , F_2 , F_3 , F_4 for boys between B&C and A&B, for girls between B&C and A&B respectively. Observations are summarized below

$$1 : F_{1(\text{calculated})} = 1.470 < F_{1(\text{tabulated})} = 4.08 \text{ at } 5\% , \text{ df } v_1=1 \text{ \& } v_2=48$$

$$2 : F_{2(\text{calculated})} = 1.530 < F_{2(\text{tabulated})} = 4.08 \text{ at } 5\% , \text{ df } v_1=1 \text{ \& } v_2=48$$

$$3 : F_{3(\text{calculated})} = 0.136 < F_{3(\text{tabulated})} = 243.3 \text{ at } 5\% , \text{ df } v_1=48 \text{ \& } v_2=1$$

$$4 : F_{4(\text{calculated})} = 0.203 < F_{4(\text{tabulated})} = 243.3 \text{ at } 5\% , \text{ df } v_1=48 \text{ \& } v_2=1$$

On the basis of values of significance in all the cases, we accept the hypothesis 1 comprehensively that the EQ of students does not increase from juniors to seniors. It also does not increase from seniors to super seniors.

FINDINGS – 2

In table 2, analysis is being done for comparison between boys and girls of different years as A, B, and C taking together. There are **three F** values are computed as F_1 , F_2 , F_3 for boys and girls together as B&C, A&B and C&A respectively. Observations are summarized below

$$1 : F_{1(\text{calculated})} = 1.392 < F_{1(\text{tabulated})} = 4.08 \text{ at } 5\% , \text{ df } v_1=1 \text{ \& } v_2=48$$

$$2 : F_{2(\text{calculated})} = 1.478 < F_{2(\text{tabulated})} = 4.08 \text{ at } 5\% , \text{ df } v_1=1 \text{ \& } v_2=48$$

$$3 : F_{3(\text{calculated})} = 1.337 < F_{3(\text{tabulated})} = 4.08 \text{ at } 5\% , \text{ df } v_1=1 \text{ \& } v_2=48$$

On the basis of values of significance in all the cases, we accept the hypothesis 2 comprehensively that the EQ is independent of gender of students in the management school.

FINDINGS - 3

Table 3 is regression analysis for boys and girls of B and A. students of C have not been considered as their academic performance has not been finalized so far. R square values as R_1 , R_2 , R_3 , R_4 are obtained for boys of yr. 2008-10 & 2007-09 and for girls of yr. 2008-10 & 2007-09 respectively. Here we only consider the R_2 & R_4 values as they are senior in the institute and the inference drawn from them are important. Interpretation of R square values (coefficient of determination, COD) is given below:

$$1 : R_2 = 0.015 \text{ or } 1\%$$

$$2 : R_4 = 0.051 \text{ or } 5\%$$

It tells us that 1% and 5% of the variation or relationship can be determined by EQ, where the strength is very poor. More clearly, we can say that "If EQ increases by 100% then CGPA may not increase by 100%. Hence, we reject hypothesis 3. There is no relationship between EQ and academic performance.

WE CONCLUDE:

In a B-school, students are engaged in various extracurricular activities exposing them to interactions within and outside a group. They organize functions and are involved in competitive exercises. The purpose among others is also to increase the EQ level of the students. The study shows that the purpose is not -achieved.

It is generally accepted that males are not necessarily better performers in the corporate world. Where as it is admitted that EQ cannot be the only basis of success in performance, this study shows that EQ has no dependency on gender. There is no difference in EQ between females and males.

The author feels that this has to be tested with greater sample size.

Higher EQ should normally lead to better performance. Performance should include academic performance also. But, the findings are different. In fact 17% of the samples with low EQ are excellent and good academic performers (Ref – table B).

High EQ is necessary for better academic performance in a B-school. But, high EQ cannot be the **only** requirement for good academic performance. Hence, the findings to that extent are reasonable. But, what is of concern is the finding that some excellent performers have low EQ. This leads to a possibility of the evaluation process not reflecting all the necessary indicators of high performance in the education sector. In view of the findings and the theories discussed in the beginning of the paper, it seems appropriate to do further empirical studies. The study should be repeated in other B-schools at different geographical areas with different academic evaluation processes for the students.

REFERENCES:

- Bar-On R (1997), *Bar-on Emotional Quotient Inventory (EQ-1): Technical Manual*, Multi-Health Systems, Toronto.
- Carmeli A. and Josman Zvi E. (2006), *The Relationship Among Emotional Intelligence, Task Performance, and Organisational Citizenship Behaviors*, *Human Performance* 19(4). 403-419, 2006, Lawrence Erlbaum Associates Inc. Israel.
- Caruso, D. R. and Salovey P. (2004), *The Emotionally Intelligent Manager*. San Francisco: Jossey-Bass.
- Fox S. and Spector P. E. (2000), *Relations of Emotional Intelligence, Practical Intelligence, General Intelligence and Trait Affectivity with Interview Outcomes: It's not all just 'G'*, *Journal of Organisational Behaviour*, Vol. 21, No. 2, pp 203- 220.
- George J M (2000), *Emotions and Leadership: The Role of Emotional Intelligence*", *Human Relations*, Vol. 53, No. pp 1027-1057.
- Goleman, D. (1995), *Emotional Intelligence*, New York: Bantam Books.
- Goleman, D. (1998), *Working with Emotional Intelligence*, New York: Bantam Books.
- Gundlach M J, Martinko M J and Douglas S C (2003), *Emotional Intelligence, Causal Reasoning and the Self-Efficacy Development Process*, *The International Journal of Organisational Analysis*, Vol. 11, No. 3, pp 229-246.
- Hawkins J. and Dulewicz V. (2007), *The Relationship Between Performance as a Leader and Emotional Intelligence, intellectual and Managerial Competences*,
Journal of General Management, Vol. 33 No.2 Winter 2007, PP 57-78.

- Kelley R, Pethe S and Dhar U (2002), *How Bell Labs Create Star Performers*, Harvard Business Review, Vol. 71, No. 4, pp. 128-139.
- Mayer J D and Salovey P (1997), *What is Emotional Intelligence?* In P Salovey D Sluyter (Eds), *Emotional Development and Emotional Intelligence: Implications for Educators*, New York: Basic Books.
- Rosete, D. & Ciarrochi, J. (2005). *Emotional Intelligence and its Relationship to Workplace Outcomes of Leadership effectiveness*. *Leadership & Organisation Development Journal*, 26(5):388-399.
- Salovey, Peter and Mayer, John (1990). 'Emotional Intelligence', *Imagination, Cognition, and Personality*, 9, 185-211.
- Schutte N S, Malouff J M, Hall L E, Haggerty D J, Cooper J T, Golden C J and Dornheim L (1998), *Development and Validation of a Measure of Emotional Intelligence, Personality and Individual Differences*, Vol. 25, No. 2, pp. 167-177.
- Shaffer R. D. and Shaffer Margaret A. (2005) *Emotional Intelligence Abilities, Personality and Workplace Performance*, Academy of Management Best Conference Paper 2005 HR: M4, New York.
- Singh, Dalip. (2003), *Emotional Intelligence At Work, A Professional Guide*, New Delhi: Response Books.

ANNEXURE - I

TABLE-1 (ANOVA)

ANALYSIS FOR BOYS AND GIRLS SEPARATELY

	Boys								Girls							
BATCH	2009-11 & 2008-10				2007-09 & 2008-10				2009-11 & 2008-10				2007-09 & 2008-10			
	C	B			A	B			C	B			A	B		
	Sum of sq.	df	Mean sq.	F ₁	Sum of sq.	df	Mean sq.	F ₂	Sum of sq.	df	Mean sq.	F ₃	Sum of sq.	df	Mean sq.	F ₄
Between Groups	1447.220	1	1447.220	1.470	1377.569	1	1377.569	1.530	118.000	1	118.000	.136	157.235	1	157.235	.203
Within Groups	47246.960	48	984.312		43214.000	48	900.292		41524.000	48	865.083		37118.000	48	773.292	
Total	48694.180	49			44591.569	49			41642.000	49			37275.235	49		

ANNEXURE- II

TABLE -2 (ANOVA)

ANALYSIS FOR BOYS AND GIRLS TOGETHER

Boys and Girls												
BATCH	2009-11 & 2008-10				2007-09 & 2008-10				2009-11 & 2008-10			
	C	B			A	B			C	A		
	Sum of sq.	df	Mean sq.	F ₁	Sum of sq.	df	Mean sq.	F ₂	Sum of sq.	df	Mean sq.	F ₃
Between Groups	1443.821	1	1443.821	1.39	1200.500	1	1200.500	1.333	1152.000	1	1152.000	1.337
Within Groups	49786.960	48	1037.228	2	43214.000	48	900.292		41348.000	48	861.417	
Total	51230.781	49			44414.500	49			42500.000	49		

ANNEXURE - III

TABLE - 3 (REGRESSION)

MODEL	BOYS								GIRLS							
	2008-10 R ₁				2007-09 R ₂				R ₃ 2008-10				R ₄ 2007-09			
	R	R Sq.	Adj. R Sq.	Std. Error of estimate	R	R Sq.	Adj. R Sq.	Std. Error of estimate	R	R Sq.	Adj. R Sq.	Std. Error of estimate	R	R Sq.	Adj. R Sq.	Std. Error of estimate
1	.185 ^a	.034	-.008	.9315	.122 ^a	.015	-.028	.4204	.096 ^a	.009	-.034	.6580	.226 ^a	.051	.010	.5147