

Investigating the Relationship between Personal and Social Skills of Emotional Intelligence of University Teachers

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Abstract

This article investigates the relationship between personal and social skills of Emotional Intelligence (EI) of University Teachers (UTs). Personal and social skills of EI play an important role not only in succession of every profession but also for teachers to achieve the goals of teaching and learning process. It is a learned ability to identify, understand, experience, and express human emotions in healthy and dynamic ways. The study employed descriptive survey research, and the main objectives of the study were to identify the levels of two main domains of EI i.e. personal and social skills of UTs. The study also investigates the relationship between the personal and social skills of UTs at higher education level. The targeted population of the study was teachers at all public universities of Rawalpindi and Islamabad, and samples were drawn through purposive sampling technique. To measure the levels of personal and social skills of emotional intelligence, the Bar-On EQ-i Scale originally developed by Bar-on (2000) was selected to collect data. The data were analyzed and interpreted through percentages and Spearman's correlation test to investigate the relationship between personal and social skills of EI of UTs. The findings revealed social skills are high rather than personal skills among university teachers and also revealed positive high correlation between personal and social skills of UTs and on the bases of study findings; it was recommended that there is a need to develop the personal skills similar to social skills of EI among university teachers to enhance the teaching-learning process effectively.

Keywords: Emotional Intelligence, Personal skills, social skills, University teachers, Relationship

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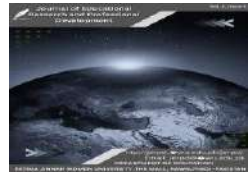
Introduction

It has been often observed by the researcher with deep regret that usually teachers are not considering their emotional intelligence, especially personal and social skills that ultimately directly and indirectly affect the teaching-learning process in the institutions. Social and personal skills have emerged to be important components of the teachers because when a teacher is equipped with both these skills, then he/she can understand and regulate personal emotions as well as others’.

According to Mayer and Salovey (1990) EI is part of social intelligence that deals with the ability of a person to regulate their personal and others’ emotions and feelings. It helps them to differentiate and manage their thoughts and actions. Moreover, it is capability of a person to identify the access and produce emotions to facilitate understanding and judgments (Mayer, Salovey and Caruso, 2000).

Further, emotion plays an important role in interaction with prudence in adaption and coping in life. Intelligence is about the way of learning, such as reflecting the idea and using the higher order cognitive capacities that adapt to the environment. In the process of learning, thinking and adapting, a person uses emotional information that is connected to emotional intelligence. They came to define that EI is the capability to perceive and express emotions, to comprehend and use them, and to handle emotions to raise personal growth (Salovey, Bedwell, Detweiler, & Mayer, 2000).

EI is important in all professions, but it is most important in the academic area because teaching is leading profession of all professions. Teacher is a coach, trainer and mentor, who facilitates the students to grow in the way of academic, personal and social intelligence. Social and personal skills of EI among teachers are fundamental to develop effective teaching-learning process. Both these skills are not only important for teachers but also influence the students’ performance and relationship with colleagues and staff (Edannur, 2010; Nicolini, 2010; Brackett and Katulak, 2007; Kremenitzer, 2005).



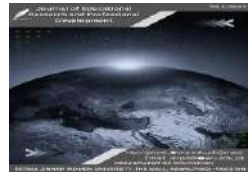
Teachers are change agents and play important role for any society. They are working as gadgets to impart knowledge and skills among students and society as well. The profession of teaching demands some specific needs particularly pedagogical skills with personal and social skills of EI.

Teaching is a creative and exploratory profession where passion cannot be an option. This profession needs quality and no educational reform can be effective and successful unless the quality of the teacher is improved. Teachers with a passion for teaching are those who are committed, enthusiastic, and intellectually, emotionally and spiritually energetic in their work with students, colleagues and guardians alike. EI is selection of non-cognitive capabilities, competencies and skills that affect one's ability to succeed in coping with environmental demands and pressures. It comprises of a learned set of competencies that determine how we interact with people (Singh, 2016).

Conceptual Framework

The Bar-On EQ-i is the first empirically developed inventory of non-cognitive intelligence. It can be applied in a variety of ways in educational, industrial, clinical and medical settings. Bar-On defined the EI in terms of emotional and social awareness and abilities that influence the overall ability to cope effectively with environmental demands (Bar-On, 2000). There are five major dimensions in the Bar-On model as (i) intrapersonal skills (personal skills), (ii) interpersonal skills (people/social skills), (iii) stress management, (iv) adaptability and (v) general moods (Bar-On, 1997). In this researcher study, it is only working over to investigate the relationship between personal and social skills of university teachers. It is considered to develop an understanding of what could be the possible relationship between personal and social skills and the extent level of both variables. Subsequent considerations of relationship between personal and social skills were found to develop quantitative evidence of vital relationship between these both variables, based on empirical data.

Two dimensions of Emotional Intelligence	
<i>Personal skills</i>	<i>Social skills</i>



Self-regard	Empathy
Emotional self-awareness	Social Responsibility
Assertiveness	Interpersonal Relationship
Independence	
Self-actualization	

This study has taken only two dimensions (Personal and Social skills) of Bar-On model (2002) comprised of awareness, understanding and relationships with others. These aspects make relationship between variables and reflect the two interconnected areas personal and social skills. EI is dealing with personal, social, and survival dimensions of intelligence, which are usually more significant for daily functioning than the more traditional cognitive aspects of intelligence. It is concerned with understanding oneself and others, relating to people, and adapting to and managing with the immediate surroundings to be more successful in dealing with environmental demands. Further, the way to measure emotional intelligence is to measure one's common sense and ability to get along in the world (Bar-On, 1997). It is also defining that intelligence quotient; emotional and social aspects are very significant components of intelligence and make a personality balance. As if we cannot manage our emotions, we may lose our capacity for imagination and we become emotionally stuck or frozen (Matthews, 2006).

Management of personal and social skills is major need for a teacher because an emotionally intelligent teacher has the ability to handle the all types of students in a better way because EI enables a person to understand and manage his/her emotions in a right way that directly and indirectly affect the students' academic performance and their character building.

The main objectives of the study were:

- To identify the levels of personal skills of university teachers
- To identify the level of social skills of university teachers



- To investigate the relationship between the personal and social skills of university teachers at higher education level.

This study is conducted with a view to identifying the level of personal and social skills of EI and further investigate the relationship of both skills of university teachers at higher education level. This research paper also provides insights on identifying the levels and relationships of personal and social skills of EI among teachers. This study will be helpful for the educational institutes to understand that, to what extent personal and social skills of EI contribute towards increasing the performance of the teachers.

Literature Review

Comparative research was conducted in Harvard University during the decade of 1940's where 95% of students are now Middle Ages. This research proved that the most intelligent students in those years were not more successful because they drew their full attention over studies and avoid social gatherings. On the other hand, average students gained success because they had had social/people skills in their lives. Professor Karen Arnold at Boston University also conducted a lot of studies on intelligent students' beliefs and perceptions to find out the individuals' intelligence quotient. His several studies revealed the findings that most of the intelligent students are less capable to maintain relationship with others and have less information as how they can act in the ups and downs of their lives because only academic intelligence does not bring to individuals any skill to cope the disasters in their lives and taking advantage of desired opportunities (Noori, 2003). It revealed that a successful person needs balance in the dimensions of academic, personal and social intelligence.

Definitions of Emotional Intelligence

The concept of Emotional Intelligence was given by Thorndike (1920) for the first time. He conceptualized the EI into three dimensions such as abstract intelligence, mechanical intelligence and social intelligence. Afterwards in 1980s, many scholars made contributions in EI. Further, Wasielewski (1985) stated that individuals with high emotional intelligence have leadership abilities because they have a resilient social influence on the people around them in the form of



positive effect on people and Gardner (1987) also came up with the idea of intra-emotional intelligence and inter-emotional intelligence.

The term, Emotional Intelligence (EI), was originally devised and developed by a series of theoretical articles of Mayer and Salovey (1990). According to them emotional intelligence is being able to understand and monitor the personnel and other's feelings and emotions, to differentiate them, and to use this to escort one's thinking and actions. Further, Salovey and Mayer (1993) stated that an emotionally intelligent person is skillful in subsequent four areas: recognizing, using, understanding, and regulating emotions. Likewise, Bar-On (1997) explained that EI is a set of social, personal and emotional skills that determine the ability to deal with daily needs and pressure of life in an effective way.

Moreover, Goleman (1998) also stressed that emotional intelligence comprised of five components: realizing one's emotions (self-awareness), handling them, motivating self, recognizing emotions in others (empathy), and handling relationships.

EI is a vital component of an individual that consists of identifying, understanding, manage and regulate emotions and enable the person to develop the sound relationship with themselves and with others' as well. It surrounds the personal and social life of an individual, that how a person feels and reacts with others' and with themselves. As a result, both sides affect by each other and show positive or negative consequences over an individual.

EI and Personal skills

Personal skills deal with feelings, thoughts and emotions that are rouse up within an individual. This skill does not seem explicit because it is stirring within a person and the individual next to them may not be aware of it. This is just like an ice-berg where most things are being hidden (Vijayalakshmi, 2016). Highly emotional intelligent people are capable to regulate their emotions more effectively by sustaining a positive psychological condition which ultimately results in better performance in the fields of life (Befort and Hattrup, 2003). Self-awareness and self-regulation has been characterized as the determinant of personal skills and it helps in understanding the importance of one's feelings and the relation to others (Carmeli, 2003).



Further, Bar-On (1997) explained that self-regard, self-awareness, assertiveness, independence and self-actualization as a capacity of individuals to recognize the effect of one's emotions on his/her thoughts, behaviors and goals. It has been known as an important competency of EI and Mayer and Salovey (1990) also stated self-awareness as the ability to identify one's own emotions. A teacher requires awareness of feelings, values and attitudes. As a teacher, he/she needs to be aware of behavior and how others see them (Palmer, 1998).

According to Tenedero (2001) people with personal skills comprised of subsequent traits, they are generally quiet and deliberate, work well alone, manage their growth and search for identity. They can manage their feelings and moods in an effective way and express themselves through symbols. It is to be noted that personal skills reduce the internal conflict and enable the person to comprehend the situation that how to manage the external experience internally and come to stand on one's qualities, limitations and potential. To sum up, it illustrates a clear meaning of one's own act, appearance and how a person moves in front of the people.

These all above mentioned characteristics are also prerequisite for any teacher because a teacher is responsible to make the better relationship with students and if she/he is equipped with personal skills of EI, then can grow the students not only intellectually but also emotionally strengthened. Teacher with strong personal skills are kind, conscious of executing their approach, plans and work well. They are self-motivated, self-reflective and learn most efficiently when opportunities to be provided and do the work in a focused manner (Tenedero, 2001).

EI and Social skills

Social skills are very much noticeable to others and they are the ability of an individual to interpret and manage their feelings, actions, motivations in the social contexts. The management of one-self is the basic aspect of social skills of EI. Interpersonal skills are also termed as 'people skills' and 'life skills' as they aid a person to communicate and interact with individuals and groups well (Vijayalakshmi, 2016).

Social skills are playing major role in the life of any individual. According to Bar-On (1997) empathy, social responsibility and interpersonal relationship is pivotal in order to manage the



successful social life. Individuals with this kind of genius are highly reflective and likely to have either gut or a belief in a higher order (Vijayalakshmi, 2016).

The most important purpose of the life of any person is to maintain the best relationship with the people around him or her. In order to manage the emotional state of others, it is first necessary to manage well one's own emotional states. Emotionally intelligent persons are not only skillful in perceiving, understanding and managing their own emotions, they also are able to extrapolate these skills to the emotions of others. In this sense, EI plays a basic role in establishing, maintaining and having quality interpersonal relationships. Some studies have found empirical data that support the relationship between EI and adequate interpersonal relationship (Bracket et al., 2006; Lopes et al., 2005).

Personal and social skills are interconnected and affect each other's. As Day and Carroll (2004) stated that the performance of an individual takes affect from his/her social and personal skills and better performance can be achieved by emotional performance. Likewise, Mayor, Salovey, Caruso and Sitanrenios (2001) explained that highly emotional intelligent people are capable to recognize and understand the emotions of others and can deal them in a better way. Moreover, they respond them appropriately and observe them keenly that makes easy way for them to make smooth relationship at home and at workplace as well.

Importance of EI for a Teacher

Teacher is change agent and emotionally intelligent teachers are asset of any nation. They help their students with improved motivation, increased performance, effective use of resources and time and improved team work. Especially from the 21st century onwards, most of the teachers face stress on the social aspects of education in addition to the academic areas. Emotional intelligence envisages success in all fields of life and hence it has gained utmost position in the all fields. The major concern is the circumstances of the lives of teachers in which they face problems and difficulties and instead of using effective emotional skills. In this condition, when teachers are not considering emotional management techniques then these difficulties become distractions in the classroom across the nation. Therefore, developing personal and social skills of EI by the teacher



is dire need at educational institution. Teachers' attitude in the context of personal and social skills can affect the students' academic achievement positively not only during the year they are taught, but during the years that follows as well. Thus, there is a dire need to investigate the personal and social skills of emotional intelligence of teachers (Singh, 2016).

Emotionally intelligent teachers are optimistic, adaptable, collaborative, confident, authoritative, open, approachable and enthusiastic in their personal and social lives (Mortiboys, 2005). They have sound communication skills and better abilities for conflict resolution (Ming, 2003) further, problem solving, better impulse and self-management and higher self-esteem with higher level of motivation. They are more assertive and responsible to manage stress in a better way (Salami, 2010).

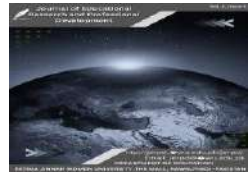
Methodology

This study was a descriptive survey research and the targeted population of the study was teachers of all public universities of Rawalpindi and Islamabad and data were drawn through purposive sampling technique because thirty-two university teachers was taken from Education Department as sample. In order to measure the levels of personal and social skills of emotional intelligence, the Bar- On EQ-i Scale originally developed by Bar- on (2000) was selected to collect data. The questionnaire was based on five point Likert scale (5=Strongly agree, 4=Agree, 3=Undecided, 2=Disagree, 1=Strongly disagree). The teachers were asked to rate their personal and social skills of EI by using this scale.

Analysis and Results

The gathered data were analysed by using Statistical Packages for Social Sciences (SPSS) and results were presented in tabulation form. A mean score and standard deviation was calculated to analyse the personal and social domains of EI of university teachers. Pearson Correlation was applied to find out the relationship between personal and social skills of EI.

Table 1 Mean and Standard Deviation of Personal and Social Skills of Bar-On EQ-i Scale



Sl.no	Items	Mean	SD
Personal Skills of EI			
1	I am able to recognise my emotions	3.44	0.91
2	I do not lose control when I am angry	3.34	1.42
3	I am aware of the impact my moods have on other people	3.31	1.59
4	I am able to express my emotions in an appropriate manner	3.28	0.85
5	I am aware of situations that cause me to think negatively	3.91	1.17
6	I really do not know what I am good at	2.03	0.64
7	I lack self- confidence	2.09	0.58
8	I try to make my life as meaningful as I can	3.53	1.04
9	I am optimistic about most things I do	3.88	1.12
10	I have sufficient levels of energy to ensure the completion of tasks and projects.	3.81	0.99
11	It is hard to me to make decisions on my own.	1.91	0.58
12	It is hard for me to change my way.	3.38	0.83
13	I feel comfortable with risk.	3.34	1.03
14	I m I can take decisions quickly when necessary.	3.97	1.15
15	I am able to pursue my goals in the face of rejection or questioning.	3.41	0.97
16	I demonstrate integrity and honesty.	4.03	1.09
17	It is hard for me to smile.	3.19	1.40
18	I like helping people.	3.38	1.68
Social Skills of EI			
19	I am unable to understand the way other people feel.	4.59	0.49
20	When working with others, I tend to rely more on their ideas then my own.	4.44	0.54
21	I am unable to express my ideas with others.	4.28	0.99
22	It is hard for me to share deep feelings with others.	4.53	0.83
23	I have good relations with colleagues.	3.28	1.22
24	I am able to put myself in others' shoes and acknowledge their feelings.	3.63	1.26
25	Generally I get stuck when thinking about different ways of solving problems.	3.63	1.31
26	I listen to the perspective of others before trying to persuade them.	3.50	1.13
27	I act decisively when faced with a tough decision.	3.59	1.13
28	I am able to perform consistently when under pressure.	3.47	0.76
29	I am able to deal with challenges or criticism.	3.47	0.76
30	I am more of a follower than a leader.	4.00	0.76
31	When I start talking, it is hard to stop.	2.41	1.21
32	Others find it hard to depend on me.	1.81	0.69
33	I do not become despondent (hopeless) when things go wrong.	4.34	0.65

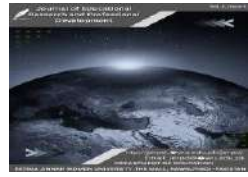


Table 1 indicates the mean scores and standard deviation of personal and social skills of EI on Bar-On EQ-I Scale of the university teachers in Rawalpindi and Islamabad. Question 1-18 provide scores for personal skills of EI. Question 19-33 provide scores for social skills of EI. Table 1 also indicates the mean scores and standard deviation of each item of personal and social skills of EI in which personal skills of EI, only 1 item has mean score above 4.0, fourteen items has mean score above 3.0, 2 items has mean score above 2.0 and 1 item has mean score above 1.0. While the above table indicates that 6 items has mean score above 4.0, 7 items has mean score above 3.0, 1 item has mean score above 2.0, and 1 item has mean score above 1.0 in the social skills of EI.

Table 2 Score ranking based on Bar- On EQ-i Scale of personal and social skills of University Teachers

Descriptive Interpretation	Range of Personal skills of EI	Frequency	Range of Social skills of EI	Frequency
Very High	4.5-5.0	1	4.5-5.0	2
High	3.5-4.49	5	3.5-4.49	8
Moderate	2.5-3.49	9	2.5-3.49	3
Low	1.5-2.49	3	1.5-2.49	2
Very Low	0.5-1.49	--	0.5-1.49	--
	Mean Score	3.28	Mean Score	3.66
	SD	0.64	SD	0.7758
Descriptive Interpretation		Moderate Personal Skills of EI		High Social Skills of EI

The level of personal and social skills of EI was calculated by the procedure of cut point score. Table 1 shows the descriptive measures of personal and social skills of EI of university teachers in Rawalpindi and Islamabad. It indicates that the university teachers with mean score 3.28 and SD 0.64 listed on the level of 2.5- 3.49 with frequency counts of twenty eight percent and descriptive interpretation of moderate personal skills of EI. The table 2 simultaneously presents the descriptive measures of social skills of EI of the university teachers with mean score 3.66 and SD 0.7758 listed on the level of 3.5- 4.49 with frequency counts of twenty percent and descriptive interpretation of high social skills of EI.



First two research questions of the study were to determine the level of personal and social skills of EI of the university teachers. The calculated level of university teachers' personal skills of EI was 'Moderate', while the calculated level of university teachers' social skills was 'High'. The quantitative result shows that the social skills of EI are high in university teachers instead of personal skills of their EI in Rawalpindi and Islamabad.

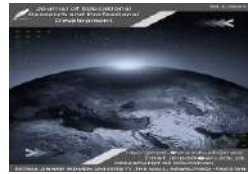
Descriptive Measures and Interpretation of Correlation between Personal and Social Skills of EI of University Teachers

This section presents the relationship between social and personal skills of EI of the university teachers in Rawalpindi and Islamabad. Third research question of the study was to find out the relationship between personal and social skills of EI. Pearson correlation was used to find out the relationship between personal and social skills of EI.

Table 3 correlation between personal and social skills of EI

Correlation		Personal Skills of EI	Social Skills of EI
Personal Skills	Pearson Correlation	1	0.826**
	Sig (2- tailed)		0.000
	N	32	32
Social Skills	Pearson Correlation	0.826**	1
	Sig (2- tailed)	0.000	
	N	32	32

Table 3 indicates that there is a positive high correlation of 0.826 between personal and social skills of EI which means personal and social skills are covariates and by enhancing and improving the personal skills, social skills of EI can also be improved. Same can be happened by enhancing the social skills; the personal skills can also be improved. The null hypothesis of the study stated that there is no relationship between personal and social skills of EI, while the correlation value of 0.826 indicates that there is a positive and high significant relationship between these two variables and the significance value is below 0.05 that does not support the null hypothesis of the study.



Discussion

The results indicated that personal skills of EI among university teachers' was 'Moderate', while the calculated level of university teachers' social skills was 'High'. This study includes personal skills; self-awareness, self-confidence and decision making power. Findings indicated that the university teachers have moderate level of EI in term of personal skills. One reason may be their inclines towards professional development and involvement in various professional and academic activities which leads to more focus on social skills rather than on personal skills. Furthermore, study's findings revealed that social skills are high among university teachers. Social skills contribute towards social compatibility and adjustment. It comprised of understanding other and having empathy with others. High social skills are strongly linked with personal skills and contribute in personal and professional development. Ebrahimipoor, Zahed and Elyasi (2013) stated that social skill is one of the fundamental components of EI which meaningfully donates towards competitive advantages. Goleman (1995) argued that Intelligence Quotient (IQ) only plays role in academic success while EI is most important and accurate aspect which determines the success of an individual. High social skills among university teachers indicate their compatibility in their environment which is an indicator of their healthy professional relations and social adjustment. The study identified positive relationship between social and personal skills. This reflects that both skills are correlated and by enhancing one skill another skill can also be maximised. Personal and social skills are essential components of EI. Social skills are also referred as interpersonal skills which measures the social interaction of individuals within social group. Personal and social skills mutually make individuals to express own beliefs without violating others' (Ensari, 2017). EI provides insight to individuals about their emotions and enables them to keep balance among, personal, social, emotional and mental abilities. As Tang and Yin (2012) claimed, "Emotional intelligence benefits human being in different ways such as physical health, mental well-being, social relationships, conflict resolutions, success, and leadership abilities". So, overall present study's findings are aligned with already documented facts and contributed existing body of knowledge by provision of empirical data.



Recommendations

Based on findings it is recommended that:

- Personal skills may be enhanced by conducting different seminars and workshop in university regarding emotional intelligence.
- University may provide chance to teachers for self-reflections which may contributes towards development of intrapersonal relationship.
- In future study can be conducted by inclusion of other aspects of EI and study may also be conducted on large sample in order to collect evidences from wider spectrum.

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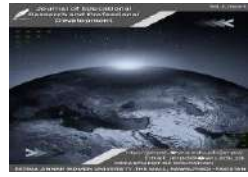
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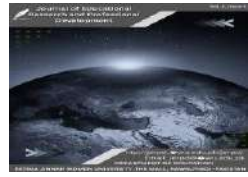
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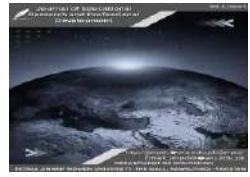
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