

# Gender Differences in Emotional Intelligence Among Employees of Small and Medium Enterprise: An Empirical Study

Ashkan Khalili, Multimedia University, Malaysia

## ABSTRACT

*112 employees of small and medium enterprise (SME) in private sector were selected randomly for assessment of gender differences in emotional intelligence. Emotional intelligence was evaluated through The Emotional Intelligence Appraisal which is designed to assess behavior demonstrative of emotional intelligence skills. The Emotional Intelligence Appraisal is a 28-item performance-based assessment of emotional intelligence in Daniel Goleman's four-factor taxonomy. The four factor competencies consist of: self-awareness, self-management, social awareness and relationship management. The assessment provides an overall emotional quotation (EQ) score as well as a score in each of the four emotional intelligence factors. The findings disclosed that men have higher level of emotional intelligence than women.*

**Keywords:** *Emotional Intelligence (EI), Self Awareness, Self Management, Social Awareness, Relationship Management, Gender, Small and Medium Enterprise (SME)*

## INTRODUCTION

Indeed, reaching to optimum productivity is the most considerable aim of each organization. Undoubtedly, proficient and skillful human force is one of the most important elements that help organization to achieve their goals, because human force plays a significant role in changing the level of productivity. Abraham and Rebecca (1999) claimed that emotionally intelligent individuals are more skilled to cope with life activities and they have productive thinking which often includes affective awareness.

Initially, Mayer and Salovey presented the concept of emotional intelligence which is “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” (Mayer and Salovey, 1993).

Mayer and Salovey (1993) asserted emotional intelligence is not just positive characteristic, rather it consists of logical and emotionally diverse ability and with social intelligence it considered the vital emotional issues as well as appeasing both personal and social difficulties. Individuals who are more emotionality intelligent have much more life satisfaction, partake in others emotion, and also usually are more ordered, warm, prosperous, and optimistic (Salaski and Gartwright, 2002).

Then terms of emotional intelligence became popular by Daniel Goleman with publication of his book “*Why it can be matter more than IQ*” in the early 1990. Goleman (1998) introduced his emotional intelligence based on performance theory (that is merit based) including a separable set of abilities that integrate cognitive and affective skills. Selecting employees based on high level of emotional intelligence would enable organizations to profit in multiple ways. In accord with Law et al. (2004), emotionally

intelligent employees typically performed better. Certainly, a lack of emotional intelligence in employees could negatively affect their satisfaction and commitment, which could reveal itself in familiar symptomatic ways, comprising burnout, turnover, poor attitudes, shoddy performance, and stressed relationships.

Indeed, Limited research has been conducted within small and medium enterprises (SMEs) in this field. The “Department of Trade and Industry” (DTI) defines the of size of enterprises in which small organizations have less than 50 employees, medium organizations have less than 250 employees and large organizations have more than 250 employees(Koh, Maguire, 2004). Chen et al., (2006) believed that SMEs may be different from large companies based on some or all of the characteristics such as: (1) Flexibility and volatility, (2) Lack of Skill or expertise, (3) Limitation in market power, and (4) Market behaviors mostly affected by partners, or competitors.

Certainly, Small and Medium Enterprises (SMEs) portray a considerable role in the strategic and sustainable development of human, social and economic capital. The aims for supporting as well as encouraging the SME sector can range from creation of new employment to progression of knowledge-based enterprises or economic diversification. While objectives will be different across emerging and developed countries, the instruments for expansion of SME involve public and private sector organizations. Hence, the present study is an effort to find out gender differences in this vital variable (Emotional intelligence) amongst employees of small and medium enterprise which is in private sector.

## **LITERATURE REVIEW**

Certainly, emotional intelligence plays a considerable role in the workplace. Within the past 30 years research investigating factors that contribute to success in workplace have resulted in distinguishing factors that are affiliated to workplace intelligence. These researches used quantified data on performance from countless organizations and industries and have contributed to the knowledge base in emotional intelligence (Lynn, 2002).

Moreover, The 1990s showed increasing attention on the part of researchers and practitioners on the construct of emotional intelligence. This interest reflects the theoretical proposition that individuals who are high in emotional intelligence are seemingly more successful in work-related and non-work aspects of life than low-emotionally intelligent ones. Wolfe and Caruso (2004, p.3) asserted emotions include essential information that assists us “to be better at what we do”.

The first theory which emerged is Bar-On theory in 1988. He coined the term of “emotional quotient” (EQ) in his doctoral dissertation which is an analogue to intelligent quotient (IQ). Bar-On (1997) matured his own mixed-model construct of emotional intelligence, which is tested and appraised by the Bar-On Emotional Quotient Inventory (EQ-I). His construct follows a 1-5-15 breakdown of assessing individual's level of emotional intelligence. There is an overall EQ score (1), with each of the five compound scales receiving a score (5), and likewise 15 subscales, each receiving its own individual score. The five social and emotional abilities subscales are sorted as intrapersonal, interpersonal, stress management, adaptability, and general mood which all together impact an individual's ability to challenge with environmental demands effectively. Hence, his model framed emotional intelligence in the concept of personality theory and in case of general model of psychological well-being and adaption is best viewed (Goleman, 2001).

Secondly, Mayer and Salovey (1997) framed emotional intelligence within a developmental model of intelligence which occurred as a result of a realization that traditional measures of intelligence was not

capable to measure individual differences in the emotional intelligence ability to realize, process and effectively conduct emotions. Thus, they derived a model base on cognitive consideration which outlines the specific mental brilliance for distinguishing and culling emotions (Goleman, 2001).

In 1998, Goleman reviewed analyses of studies of about 500 organizations around the world, “point to the paramount place of emotional intelligence in excellence on the job—in virtually any job” (p. 6). He indicates organizations become leaders and rise to the top position while they have the highest emotional intelligence measure. Another significant finding that he discovered during reviewing these studies is star employees have more emotional intelligence (EI) than other employees. He found emotional intelligence is important twice as much as analytic and technical skill for those organizations.

Goleman (1998) introduced his emotional intelligence based on performance theory (that is merit based) including a separable set of abilities that integrate cognitive and affective skills. He identified five dimensions of emotional intelligence in his proposed framework, comprising self-awareness, self-management, self-motivation, social awareness (empathy) and social skills. That is to say, his five dimensions of EI classified into two broad categories (Figure 1), which are personal competence and social competence, in dealing with one’s own self and others respectively (Goleman, 1995).

Certainly, these three main models are the substructure for other emotional intelligence theories and constructs. Over passing decades, theorists have generated definition of emotional intelligence. Namely, Zeidner et al. (2004) by analyzing of the literature, mediate that there are two models of emotional intelligence as below:

1. Mental ability models: these models are concentrates on aptitude for processing affective information, in which EI is viewed as a well defined and conceptually related collection of cognitive abilities for the processing of emotional information and regulating emotion adaptively, namely Mayer and Salovey ability theory (1997).
2. Mixed models: in these models emotional intelligence conceptualize as a various construct, including aspects of personality and ability to comprehend, assimilate, understand and conduce emotions. These models include motivational factors and drastic dispositions.

**Figure 1: Goleman’s Emotional Intelligence Two Broad Categories**  
**ADOPTED FROM: Bar-On and Parker (2000) and Kunnanatt (2004)**

Then Goleman introduced his refinement model of emotional intelligence (Table 1) which brings from latter statistical analyses by his colleague Richard Boyatzis that supported decomposing the five dimensions into the four domains: Self-Awareness which is being aware of what one feels, Self-Management considers the ability to regulate distressing influences like anxiety and anger and to restrain emotional impulsivity, Social Awareness which comprises the competency of Empathy, and Relationship

Management or Social Skill which in a fundamental sense, the effectiveness of our relationship skills depends on our ability to adjust ourselves to or affect the emotions of another person (Boyatzis, Goleman, & Rhee, 2001).

**Table 1: Goleman’s Refinement Model of EI (2001)**

<b>PERSONAL COMPETENCE</b>		<b>SOCIAL COMPETENCE</b>
<b>Recognition</b>	<b>Self-Awareness</b> -Emotional self-awareness -Accurate self-assessment -Self-confidence	<b>Social Awareness</b> -Empathy -Organizational awareness -Service
<b>Regulation</b>	<b>Self-Management</b> -Emotional self-control -Transparency -Adaptability -Achievement -Initiative -Optimism	<b>Relationship Management</b> -Inspirational leadership -Influence -Developing others -Change catalyst -Conflict management -Building bonds -Teamwork & collaboration

According to the previous studies which concerned gender differences in emotional intelligence, findings are very different. Some of them, disclosed that there is no significant differences in emotional intelligence amongst women and men (Aquino, 2003; Bar-On, 1997; Bar-On, Brown, Kirkacaldy & Thome, 2000; Brackett, Rivers et al., 2006; Brown & Schutte, 2006; Brackett & Mayer, 2003; Dawda & Hart, 2000; Devi & Rayulu, 2005; Depape et al., 2006; Lumley et al., 2005; Jinfu & Xicoyan, 2004; Palomera, 2005; Schutte et al., 1998; Tiwari & Srivastava, 2004), while some scholars claimed that women are more skillful in conducting their both own as well as other people’s emotions (King, 1999; Sutarso, 1999; Wing & Love, 2001; Singh, 2002).

## **RESEARCH METHODOLOGY**

Current research was conducted on 112 employees (56 men and 56 women) of LAR Consulting Engineers Company which is small and medium enterprise (SME) in Iran. Emotional intelligence was evaluated through The Emotional Intelligence Appraisal which is designed to assess behavior demonstrative of emotional intelligence skills. The Emotional Intelligence Appraisal is a 28-item performance-based assessment of emotional intelligence in Daniel Goleman’s four-factor taxonomy. The four factor competencies consist of: self-awareness, self-management, social awareness and relationship management. The assessment provides an overall emotional quotation (EQ) score as well as a score in each of the four emotional intelligence factors. Respondents were requested to indicate the extent that each statement of questionnaire characterized them using the Likert scale format from 1 (Never) to 6 (Always).

### **Hypothesis Development**

Goleman (1995) and Bar-On (1997) claimed that males and females are different in their emotional intelligence profile. To be more specific, some empirical studies found that females have higher level of emotional intelligence in compare with males (Mayer and Geher, 1996; Mayer et al. 1999; Mandell and Pherwani, 2003). On the contrary, some scholars disclosed that men have greater level of emotional

intelligence than women (Petrides and Furnham, 2000). In 1998, Goleman found that there is no difference between men and women in their emotional intelligence competencies (Goleman, 1998).

Therefore, present study examines the gender differences in emotional intelligence between employees of small and medium enterprise. So, four sub-hypotheses and one main research hypothesis are formulated as below:

**Sub-Hypotheses:**

- H1: There is significant difference in self awareness across genders.
- H2: There is significant difference in self management across genders.
- H3: There is significant difference in social awareness across genders.
- H4: There is significant difference in relationship management across genders.

**Main Hypothesis:**

- H5: There is significant difference in an overall emotional intelligence across genders.

**Method of Analysis**

Analysis was performed using Statistical Packages of the Social Science (SPSS). The Independent-Samples T Test was conducted to compare means for two groups of employees (men=56, women=56). Mean and Std. Deviation of each emotional intelligence (EI) competencies as well as emotional intelligence as a whole construct was measured to identify whether there is a gender difference between employees’ EI abilities or not. Then test for equality variance (Levene’s Test) and test for equality on means were conducted to find out which components of EI are significantly different between males and females.

**RESULTS**

Table 2 shows differences between mean scores of men and women in their emotional intelligence competencies. For self awareness men (mean=4.5149; S.D=0.55802) revealed greater tendency in compare with women (mean=4.3155; S.D=0.58056). The second competency which is self management received more tendency by men (mean=3.9306; S.D=0.50344). Men also disclosed higher level of social awareness (mean=4.2964; S.D=0.62783) in compare with women (mean=4.0964; S.D=0.55267). The forth competency of emotional intelligence scored higher by men (mean=4.3929; S.D= 0.63890). But, result (Table 3) demonstrates that women were more emotionally intelligence (mean=3.9742; S.D=0.56536) in compare with men (mean=3.9663; S.D=0.50715).

**Table 2: Group Statistics (Emotional Intelligence Competencies)**

	<i>Sex</i>	<i>Mean</i>	<i>Std. Deviation</i>
<i>Self Awareness</i>	Male	4.5149	.55802
	Female	4.3155	.58056
<i>Self Management</i>	Male	3.9306	.50344
	Female	3.8571	.60700
<i>Social Awareness</i>	Male	4.2964	.62783
	Female	4.0964	.55267
<i>Relationship Management</i>	Male	4.3929	.63890
	Female	4.2076	.59747

**Table 3: Group Statistics (Emotional Intelligence)**

	<i>Sex</i>	<i>Mean</i>	<i>Std. Deviation</i>
<i>Emotional Intelligence</i>	Male	3.9663	.50715
	Female	3.9742	.56536

Based on table 4 (Levene's Test), self awareness (p-value = 0.402 > 0.05), self management (p-value = 0.249 > 0.05), social awareness (p-value = 0.621 > 0.05), relationship management (p-value = 0.802 > 0.05), and emotional intelligence (p-value = 0.502 > 0.05) are all homogeneous with different gender, because the variances are not different at  $\alpha = 0.05$ .

**Table 4: Levene's Test (Test for Equality Variance)**

	<i>Sig.</i>
<i>Self Awareness</i>	.402
<i>Self Management</i>	.249
<i>Social Awareness</i>	.621
<i>Relationship Management</i>	.802
<i>Emotional Intelligence</i>	.502

According to table 5 (Test for Equality on Means), self awareness (p-value = 0.067 > 0.05), self management (p-value = 0.488 > 0.05), social awareness (p-value = 0.076 > 0.05), relationship management (p-value = 0.116 > 0.05), and emotional intelligence (p-value = 0.936 > 0.05) are all beyond  $\alpha = 0.05$  which means that there is no significant differences in four competencies of emotional intelligence together with emotional intelligence as a whole construct between men and women.

**Table 5: Test for Equality on Means**

	<i>Sig. (2-tailed)</i>
<i>Self Awareness</i>	.067
<i>Self Management</i>	.488
<i>Social Awareness</i>	0.76
<i>Relationship Management</i>	.116
<i>Emotional Intelligence</i>	.938

**Table 6: Test of Normality**

	<i>Sex</i>	<i>Kolmogorov-Smirnov<sup>a</sup></i>	<i>Shapiro-Wilk</i>
		<i>Sig.</i>	<i>Sig.</i>
<i>Social Awareness</i>	Male	.016	.133
	Female	.200*	.469
<i>Self Management</i>	Male	.200*	.281
	Female	.200*	.303
<i>Social Awareness</i>	Male	.003	.119
	Female	.088	.543
<i>Relationship Management</i>	Male	.001	.005
	Female	.003	.014
<i>Emotional Intelligence</i>	Male	.200*	.202
	Female	.169	.042

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance

In the meantime, normality test was conducted to find out whether there is serious departure from normality or not. According to table 6 (Test of Normality), the p-values of self awareness, social awareness and emotional intelligence from both tests are greater than  $\alpha = 0.05$  (except one), thus, there is no serious departure from normality. The p-value for self management from both test are higher than  $\alpha = 0.05$ , therefore, there is no significant departure from normality. But, the p-value for relationship management from both tests are smaller than  $\alpha = 0.05$ , hence, there is serious departure from normality. So, a non-parametric test was conducted since the normality assumption is violated.

**Table 7: Test Statistics<sup>a</sup>**

	<i>Relationship Management</i>
<i>Mann-Whitney U</i>	1.16E3
<i>Wilcoxon W</i>	2.756E3
<i>Z</i>	-2.377
<i>Asymp. Sig. (2-tailed)</i>	.017

a. Grouping Variable: sex

Since the p-value (Table 7) of this test is 0.017 (which is less than  $\alpha = 0.05$ ), there is some evidence based on ranking (Table 8) that there is a significant difference in relationship management ability between males and females.

**Table 8: Ranks**

	<i>Sex</i>	<i>N</i>	<i>Mean Rank</i>	<i>Sum of Rank</i>
<i>Relationship Management</i>	Male	56	63.78	3571.50
	Female	56	49.22	2756.50
	Total	112		

The mean rank (Table 8) for men is 63.78 and for women is 49.22. Therefore, we can sum up that males have higher level of relationship management as a competency of emotional intelligence than females.

Table 9 (Summary of the Findings) is provided, to present the result of all tests to comprehend whether the research hypotheses are accepted or rejected.

**Table 9: Summary of the Findings**

<i>Hypothesis</i>	<i>Result</i>
<i>H1</i>	Reject
<i>H2</i>	Reject
<i>H3</i>	Reject
<i>H4</i>	Accept
<i>H5</i>	Reject

Based on findings, Self awareness (H1), self management (H2), social awareness (H3), and emotional intelligence (H5) are not significantly different between genders. In contrast, relationship management (H4) seems to be different among men and women.

## CONCLUSIONS, DISCUSSIONS AND SUGGESTIONS

The purpose of current research was to examine gender differences in four competencies of emotional intelligence (EI) as well as EI as a whole construct. Men participants demonstrated higher level of self awareness, self management, social awareness and relationship management in compare with women. On the other hand, females illustrated that totally they are more emotionally intelligence than males. The yielded consequence on perceiving EI as a whole construct, are in line with the results of researches reported by King (1999), Sutarso (1999), Wing and Love (2001) and Singh (2002). They all revealed that women have higher level of emotional intelligence than men.

Meanwhile, current research shows that there are no significant differences in three competencies of emotional intelligence (self awareness, self management and social awareness) together with an overall emotional intelligence between different types of sex. But based on results, there is a significant difference in relationship management ability between different types of gender. That is to say, mean rank for relationship management shows higher level by men.

While relationship management ability can be raised namely by fostering relationships of employees with others through, formal and informal teamwork and collaboration (Goleman, 2001), some of the human resource strategies must focus on training employees to increase their emotional intelligence abilities especially those are related to relationship management competency.

Since majority of the previous studies in emotional intelligence investigated in public sector through large organizations such as hospitals, schools or non-profit companies, and also based on findings from this study the need for continued exploration of employee's emotional intelligence base on gender differences in small and medium enterprises is compulsory.

Future studies can be done by testing multiple populations or cross culturally. For instance, it is suggested that this research be replicated with a larger sample size through collecting data from numerous small and medium enterprises. It would be interesting to explore if a larger sample size would result in any different statistically significant results from current research.

The last but not least recommendation is related to the research design. Further research could use a mixed method, namely coupling qualitative and quantitative methods that may improve the findings.

## REFERENCES

- Abraham, R. (1999). Emotional intelligence in organizations: A conceptualization. *Genetic, Social, and General Psychology Monographs*, 125, 209-227.
- Aquino, A. E. (2003). *Diferencias de Genero y Edad en la Inteligencia Emocional de un Grupo de Internanutas*. [Gender differences and Age in a Group of Web Browser's Emotional Intelligence]. Unpublished Thesis. Universidad Inca Gracilazo de la Vega. Faculated de Psicología y Ciencias Sociales. Lima-Peru.
- Bar-On, R. (1997). *Bar-On Emotional Quotient Inventory (EQ-i): Technical manual*. Toronto: Multi-Health System.
- Bar-On, R., & Parker, J. D. A. (2000). *The Bar-On Emotional Quotient Inventory: Youth Version (EQ-i:YV) Technical Manual*. Toronto, Canada: Multi-Health Systems, Inc.
- Bar-On, F., Brown, J. M., Kirkcaldy, B. & Thome, E. (2000). Emotional expression and implications for occupational stress; an application of the Emotional Quotient Inventory (EQ-I). *Personality and Individual Differences*, 28, 1107-1118.
- Boyatzis, R. E., Goleman, D., & Rhee, K. (2001). Clustering competence in emotional intelligence: Insights from the Emotional Competency Inventory (ECI). In R. Bar-On & J. D. A. Parker, *Handbook of Emotional Intelligence*. San Francisco: Jossey-Bass.

- Brackett, M. A., & Mayer, J. D. (2003). Convergent, discriminant and incremental validity of competing measures of emotional intelligence. *Personality and Social Psychology Bulletin*, 29, 1147-1158.
- Brackett, M. A., Rivers, S. E., Shiffman, S., Lerner, N., & Salovey, P. (2006) Relating emotional abilities to social functioning: a comparison of self-report and performance measures of emotional intelligence. *Journal of Personality and Social Psychology*, 91, 4, 780-795.
- Brown, R. F., & Schutte, N. S. (2006). Direct and indirect relationships between emotional intelligence and subjective fatigue in university students. *Journal of Psychosomatic Research*, 60(6), 585-593.
- Chen, S., Y. Duan, S. Edwards and B. Lehaney. (2006). Toward understanding inter organizational knowledge transfer needs in SMEs: insight from a UK investigation, *Journal of knowledge management*, 10 (3), 6-23.
- Dawda, D., & Hart, S. (2000). Assessing emotional intelligence: reliability and validity of the Bar-On Emotional Quotient Inventory (EQ-I) in university students. *Personality and Individual Differences*, 28(4), 797-812.
- Depape, A. R., Hakim-Larson, J., Voelker, S., Page, S., & Jackson, D. L. (2006). Self-Talk and Emotional Intelligence in University Students. *Canadian Journal of Behavioural Science*, 38, 250-260.
- Devi, L. U., & Rayulu, T. R. (2005). Levels of emotional intelligence of adolescent boys and girls: A comparative study. *Journal of Indian Psychology*, 23, 6-11.
- Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Books.
- Goleman, D. (1998). *What makes a leader?* Harvard Business Review, 76(6), 93-102.
- Goleman, D. (2001). An EI-based theory of performance. In C. Cherniss & D. Goleman (Eds.), *The Emotionally Intelligent Workplace*. San Francisco: Jossey-Bass.
- Jinfu, Z., & Xiaoyan, X. (2004). A study of the characteristics of the Emotional Intelligence of College Students. *Psychological Science (China)*, 27, 293-296.
- King, M. (1999). Measurement of differences in emotional intelligence of pre service educational leadership students and practicing administrators as measured by the multifactor emotional intelligence scale. *Dissertation Abstracts International*, 60(3), 606.
- Koh, S. C. L., & Maguire, S. (2004). Identifying the adoption of e-business and knowledge management within SMEs. *Journal of Small Business and Enterprise Development*, 11(3), 338-348.
- Kunnanatt, J. (2004). Emotional intelligence: The new science of interpersonal effectiveness. *Human Resources Development Quarterly*, 15, 489-495.
- Law, K.S., Wong, C.S., & Song, L.J. (2004). The construct and criterion validity of emotional intelligence and its potential utility for management studies. *Journal of Applied Psychology*, 89, 483-496.
- Lumley, M. A., Gustavson, B. J., Partridge, R. T., & Labouvie-Vief, G. (2005). Assessing alexithymia and related emotional ability constructs using multiple methods: interrelationships among measures. *Emotion*, 5 (3), 329-342.
- Lynn, A. B. (2002). *The Emotional Intelligence Activity Book*. New York: HRD Press.
- Mandell, B. & Pherwani, S. (2003). Relationship between emotional intelligence and TL style: A gender comparison. *Journal of Business & Psychology*, 17(3), 387-404.
- Mayer, J. D., & Salovey, P. (1993). The intelligence of emotional intelligence. *Intelligence*, 17, 433-442.
- Mayer, J. D., & Geher, G. (1996). Emotional intelligence and the identification of emotion. *Intelligence*, 22, 89-113.
- Mayer, J.D., Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications*. New York: Basic Books.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (1999). Emotional intelligence meets standards for traditional intelligence. *Intelligence*, 27, 267-298.
- Palomera, R. (2005). *Validez de constructo y desarrollo de la inteligencia emocional [Validity of the construct and the development of emotional intelligence]*. Unpublished doctoral thesis. Universidad Nacional de Education a Distancia, Spain.
- Petrides, K. V. & Furnham, A. D. (2000). Gender differences in measured and self-estimated trait emotional intelligence. *Journal of Applied Social Psychology*, 36(2), 552-569.

- Salaski, M., Gartwright, S.(2002). Health, performance and emotional intelligence: an exploratory study of retail managers, 8, 63-68.  
Retrieved from [http:// www.interscience. Wiley.com](http://www.interscience.Wiley.com)
- Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences, 25*, 167-177.
- Singh, D. (2002). *Emotional Intelligence at Work: A Professional Guide*. Sage Publications, New Delhi.
- Sutarso, P. (1999). Gender differences on the emotional intelligence inventory (EQI). *Dissertation Abstracts International*.
- Tiwari, P. S. N., & Srivastava, N. (2004). Schooling and Development of Emotional Intelligence. *Psychological Studies, 49*, 151-154.
- Wing, E. and Love, G.D. (2001). *Elective Affinities and Uninvited Agonies: Mapping Emotions With Significant Others Onto Health. Emotion, Social Relationships and Health Series in Affective Science*. Oxford University Press, New York.
- Wolfe, C.J., Caruso, D.R. (2004). *Emotional intelligence*. Shelton, CT: New Haven Consulting Group.
- Zeidner, M., Matthews, G. & Roberts, R. (2004). "Emotional intelligence in the workplace: a critical review", *Applied Psychology: An International Review, 53* (3), 371-99.