



**A Comparative Study of Emotional Intelligence between Physical
Education Teachers under Training and In Service**

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Abstract: The study aims to measure the emotional intelligence of the physical education teachers under training and physical education teachers in service and also to find out the significant differences on emotional intelligence on the basis of sex (male and female) of the physical education teachers whether under training or in service as well as differences between physical education student teachers and physical education teachers in service. A sample of 400 physical education teachers was selected randomly; out of which 200 were student teachers (B.PEd students) and 200 were the working physical education teachers in the schools. Out of this sample 100 were male and 100 were female physical education teachers under training and similarly 100 were male and 100 were female school physical education teachers. They were administered Dr. S.K. Mangal test of Emotional Intelligence for measuring emotional intelligence. The results reveal that Physical education teachers and physical education students differed on all aspects of emotional intelligence, through male and female physical education teachers and students separately differed on some aspects; and not all the aspects of emotional intelligence. Physical education teachers have higher emotional intelligence than physical education students. Sex differences are also observed on some aspects and not on all aspects, through male and female physical education students do not differ on all aspects of emotional intelligences.

Keywords: *Emotional intelligence, Physical Education teachers under training, Physical Education teachers in service.*

Introduction:

Emotional intelligence is a new concept in the area of Physical Education and Psychology. It more or less relates to social intelligence. It includes inter and intrapersonal intelligence in the theory of Gardner's theory of multiple intelligence. Emotional intelligence is concerned

both with inter and intrapersonal intelligence, which is a correlative ability turned inward. It is a capacity to form an accurate model of one and to be able to use that model to operate effectively in life. The concept of emotional intelligence shows that to understand and appreciate intelligence in totality, one need to attend to the domains of personality, emotions and motivation. The merging of emotions and intelligence as a cognitive tool under the caption of EI was proposed by Yale Psychologists, Peter Salovey and John Mayer (1990). They defined EI as “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.” According to Salovey and Mayer (1993), emotional intelligence involves abilities that may be categorized into five domains:

- Self-awareness i.e.; observing oneself and recognizing a feeling as it happens.
- Managing emotions i.e., handling feelings so that they are appropriate;
- realizing what is behind a feeling, finding ways to handle fears and anxieties, anger and sadness.
- Motivating oneself:
- channeling emotions in the service of a goal;
- emotional self-control;
- delaying gratification and stifling impulses.

Empathy: sensitivity to others’ feelings and concerns and taking their perspectives; appreciating the differences in how people feel about things.

Handling relationships:

- managing emotions in others;
- social competence and social skills.

The study aimed to find out the significant differences on emotional intelligence, on the basis of sex (male and female) of the physical education teachers whether under training or in service as well as differences between physical education student teachers and physical education teachers in service. The hypotheses framed for the study were:

- (i) there would be no significant differences between teachers under training and teachers in service on emotional intelligence.,
- (ii) there would be no significant differences between male and female physical education teachers, whether under training and in service on emotional intelligence.

Sample:

- Selection of subjects- A sample of 400 physical education teachers was selected

randomly; out of which 200 were student teachers (B.PEd students) and 200 were the working physical education teachers in the schools. Out of this sample 100 were male and 100 were female physical education teachers under training and similarly 100 were male and 100 were female school physical education teachers.

Tool/Test used:

Dr. S.K. Mangal test of Emotional Intelligence was used for measuring emotional intelligence of the subjects. This test consists of 100 items of four different areas such as

- (i) intra-personal awareness (own emotions)
- (ii) inter-personal awareness (other emotions)
- (iii) intra-personal management (own emotions)
- (iv) inter-personal management (other emotions)

Results and Discussion:

One of the objectives of the present study was to find out the differences between physical education teachers under training (B.P.Ed. students) and physical education teachers in-service (working teachers). In order to achieve this objective, means, SDs and SEs of the scores of the four aspects of emotional intelligence of two categories of teachers were calculated and t-ratios were computed in order to find out the differences. In this test, the first aspect deals with intra-personal measures i.e. knowing about one's own emotion; second aspect is related with interpersonal awareness i.e. knowing about others emotions; third with intrapersonal management i.e. managing one's own emotions and fourth with inter-personal management i.e. managing others emotions. Table1 shows the means, SDs and t-ratios of scores of four aspects of emotional intelligence of physical education teachers and physical education students (B.P.Ed.).

Table 1: Means, SDs and T-ratios of Scores of Four Aspects of Emotional Intelligence for Physical Education Teachers and B.P.Ed. Students

EI	Physical Education Teachers (N = 200)			B.P.Ed Students (N = 200)			dm	SEd m	t-ratios	Significance Level
	M	SD	SE	M	SD	SE				
I	17.59	2.69	0.19	16.91	3.31	0.23	0.68	0.31	2.27*	p < .05
II	18.41	2.52	0.18	16.70	3.22	0.23	1.71	0.29	5.92**	p < .01
III	18.83	2.62	0.19	18.11	3.22	0.23	0.72	0.29	2.44*	p < .05
IV	17.61	2.59	0.18	16.87	2.65	0.19	0.74	0.26	2.83**	p < .01
Total	72.43	8.71	0.62	68.58	8.64	0.61	3.85	0.87	4.44**	p < .01

* Significant at 0.05 level

** Significant at 0.01 level

As per the above table, differences have been observed on all the four aspects of emotional intelligence as all the t-values were significant at either level of 0.05 or 0.01 level. In case of total EI also the differences were significant ($t = 4.44$, $p < .01$). The mean scores indicate that physical education teachers were having more mean scores ($M = 72.43$) than the B.P.Ed students ($M = 68.58$). Comparing the four aspects; it has been found that physical education teachers were having more mean scores as compared to the B.P.Ed students. They are compared as first aspect (intrapersonal awareness) as 17.59 and 16.91, second aspect (interpersonal awareness) as 18.41 and 16.70; the third aspect (intrapersonal management) as 18.83 and 18.11; where the fourth aspect (interpersonal management) has the mean scores as 17.61 and 16.87 respectively. It means that physical education teachers were having better emotional intelligence than the physical education students.

An attempt was also made to find out the differences between physical education teachers and B.P.Ed students for males and females separately. Table 2 shows the means, SDs, SEs and t-ratios of scores of four aspects of emotional intelligence for male physical education teachers and male B.P.Ed students.

Table 2: Means, Sds And T-Ratios Of Scores Of Four Aspects Of Emotional Intelligence For Male Physical Education Teachers And Physical Education Students

EI	Male Teachers (N=100)			Male Students (N=100)			dm	SEd m	t-ratios	Significance Level
	M	SD	SE	M	SD	SE				
I	16.74	3.03	0.30	17.02	3.24	0.32	0.28	0.44	0.63	NS
II	18.08	3.00	0.30	16.98	3.28	0.33	1.10	0.45	2.47*	p < .05
III	19.00	2.84	0.28	18.09	3.00	0.30	0.91	0.41	2.20*	p < .05
IV	16.94	2.87	0.29	16.53	2.86	0.27	0.41	0.39	1.05	NS
Total	70.76	10.08	1.01	68.62	8.27	0.83	2.14	1.31	1.64	NS

* Significant at 0.05 level

As per the above table, significant differences have been found on the second and third aspect of emotional intelligence i.e. interpersonal awareness and intrapersonal management as t-ratios of 2.47 and 2.20 were significant at 0.05 level. But in case of first and fourth aspects i.e. intrapersonal awareness and interpersonal management; differences were not significant at t-ratios were found to be statistically non-significant. The mean scores indicate that male physical education teachers got higher mean score (M = 18.08 & 19.00) than male B.P.Ed students (M = 16.98 & 18.09) on the second of third aspect which shows that the male physical education teachers were having higher emotional intelligence than male B.P.Ed students. Similarly comparison was made between female physical education teachers and female B.P.Ed students on four aspects of emotional intelligence.

Mean, SDs, SEs and t-ratios of scores of four aspects of emotional intelligence for female physical education teachers and physical education students have been given in Table .3.

Table 3: Means, Sds And T-Ratios Of Scores Of Four Aspects Of Emotional Intelligence For Female Physical Education Teachers And Physical Education Students

EI	Female Teachers (N=100)			Female Students (N=100)			dm	SEd m	t- ratio s	Significance Level
	M	SD	SE	M	SD	SE				
I	18.44	1.98	0.20	16.79	3.40	0.34	1.65	0.39	4.19**	p < .01
II	18.73	1.87	0.19	16.41	3.14	0.31	2.32	0.37	6.34**	p < .01
III	18.65	2.37	0.24	18.13	3.45	0.34	0.52	0.42	1.24	NS
IV	18.27	2.09	0.21	17.20	2.61	0.26	1.07	0.33	3.20**	p < .01
Total	74.09	6.73	0.67	68.53	9.04	0.90	5.56	1.13	4.93**	p < .01

** Significant at 0.01 level

As per the above table, significant differences existed on three aspects of emotional intelligence except the third one i.e. intra-personal management where t-value was not statistically significant. In all other three aspects, t-values of 4.19, 6.34 and 3.20 were found to be significant at 0.01 levels. The mean scores indicate that female teachers got higher mean scores than the female physical education students. These can be compared as 18.44 & 16.79 in case of the first aspect; 18.73 & 16.41 for the second aspect and 18.27 & 17.20 in case of the fourth aspect of emotional intelligence. In case of the total E.I. the same can be compared as 74.09 and 68.53 for physical education teachers and students. These results reveal that physical education teachers were having higher level of emotional intelligence as compared to the physical education teachers under training i.e. B.P.Ed students.

According to Salovey and Mayer (1990) “emotional intelligence is the ability to monitor one's own and others feelings and emotion to discriminate among them and to have this information to guide one's thinking and action.” This concept is based on the assumption that emotions convey knowledge about a person's relationship with the world. Now they say that emotional intelligence is the capacity to reason with emotion in four areas to perceive emotion, to integrate it in the thought, to understand it and to manage it. Daniel Goleman

(1995) says, “Emotional intelligence is the capacity for recognizing our own feelings and those of other, for motivating ourselves and for measuring emotions well in ourselves and in own relationship.”

The results of the study indicate that differences existed on all the aspects of the emotional intelligence as well as total E.I., as their mean scores differences were found to be statistical significant at either 0.01 level or 0.05 level, which are evinced from their t-values. Their mean scores reveal that physical education teachers were better on all aspects of emotional intelligence than the physical education students; as the formers were getting higher mean scores. It means that physical education teachers were having higher emotional intelligence as compared to the B.P.Ed students. It is quite evident that these teachers who were advanced in their age level and have more experience as teachers having been working in the schools since many years. So age may be one of the factors for higher level of emotional intelligence. Similarly experience also plays an important role in enhancing emotional intelligence. According to Goleman (1998), E.Q can be enhanced and not I.Q. emotional intelligence can be acquired; as it is not an in born quality of a person.

When physical education teachers and physical education students were compared gender wise i.e. male and female teachers and students separately; it was found that male physical education teachers and physical education students differed only on two aspects of emotional intelligence i.e. interpersonal awareness and intrapersonal management and the means scores indicate that male physical education teachers were getting higher mean scores on these two aspects of emotional intelligence as compared to male physical education students. Here also male physical education teachers were having higher level of emotional intelligence than male physical education students. When female physical education teachers and students were compared on different aspects of emotional intelligence; it was again found that they differed on almost all aspects except the third aspect. The mean scores again indicate that female physical education teachers were having better and more emotional intelligence than the female physical education students. The hypothesis of the study was that there would be no significant difference on emotional intelligence between physical education teachers and physical education students. But it can be inferred that the results of the study have rejected the null hypothesis as the significant difference had been found out between physical education teachers and physical education students.

Gender Differences on Emotional Intelligence of Physical Education Teachers- Another objective of the study was to find out the differences between male and female physical

education teachers as well as physical education students on emotional intelligence. For this purpose, means, SDs and SEs of scores of four aspects of emotional intelligence for physical educational teachers and students were calculated and the t-ratios were found out in order to see if significant differences existed. Table 4 shows the means, SDs and t-ratios of scores of four aspects of emotional intelligence for the male and female physical education teachers and physical education students as a combined group.

Table 4: Means, Sds And T-Ratios Of Scores Of Four Aspects Of Emotional Intelligence For Male And Female Physical Education Teachers And Students

EI	Male (N=200)			Female (N=200)			dm	SEd m	t- ratio s	Significance Level
	M	SD	SE	M	SD	SE				
I	16.88	3.13	0.22	17.62	2.89	0.20	0.74	0.30	2.44*	p < .05
II	17.53	3.18	0.23	17.57	2.83	0.20	0.04	0.30	0.13	NS
II	18.55	2.95	0.21	18.39	2.96	0.21	0.16	0.30	0.52	NS
IV	16.74	2.76	0.20	17.74	2.42	0.17	1.00	0.26	3.85**	p < .01
Total	69.69	9.26	0.65	71.31	8.42	0.60	1.62	0.89	1.83	NS

* Significant at 0.05 level

** Significant at 0.01 level

As per the above table, significant differences were found on the first and fourth aspect of emotional intelligence and not on the second and third aspect as t-values of 2.44 (p < .05) and 3.85 (p < .01) were significant for first and fourth aspect respectively. The mean scores indicate that female physical education teachers (M = 17.62) got higher mean scores than their male counterparts (M = 16.88). in case of the first aspect as well as 17.74 and 16.74 in case of the fourth aspect. It means that female physical education teachers were having more emotionally intelligence than the male physical education teachers.

An attempt was also made here to find out the differences on the four aspects of emotional intelligence between the male and female physical education teachers and physical education students separately. Table 5 shows the means, SDs and t-ratios of scores of four aspects of emotional intelligence for male and female physical education teachers.

Table 5: Means, Sds And T-Ratios Of Scores Of Four Aspects Of Emotional Intelligence For Male And Female Physical Education Teachers

EI	Male Teachers (N = 100)			Female Teachers (N = 100)			dm	SEd m	t- ratio s	Significance Level
	M	SD	SE	M	SD	SE				
I	16.74	3.03	0.30	18.44	1.98	0.20	1.70	0.36	4.69**	p < .01
II	18.08	3.00	0.30	18.73	1.87	0.19	0.65	0.35	1.84	NS
III	19.00	2.84	0.28	18.65	2.37	0.24	0.35	0.37	0.95	NS
IV	16.94	2.87	0.29	18.27	2.09	0.21	1.33	0.36	3.75**	p < .01
Total	70.76	10.08	1.01	74.09	6.73	0.67	3.33	1.21	2.75**	p < .01

** Significant at 0.01 level

As per the above table, differences between the male and female physical education teachers were significant on the first and fourth aspect of emotional intelligence as their t-values of 4.69 and 3.75 were significant at 0.01 levels. But in case of the second and third aspects; differences were not found to be significant as their t-values were not statistically significant. The mean scores indicate that the female physical education teachers were having more mean scores on first aspect (M = 18.44) and fourth aspect (M = 18.27) as compared to their male counterparts as their mean scores stood contrasted to as 16.74 and 16.94 respectively. It means that female physical education teachers were having better emotional intelligence on these aspects i.e. intrapersonal awareness and interpersonal management.

Similarly, an attempt was also made to see if the differences existed on the four aspects of emotional intelligence between male and female prospective physical education teachers i.e. B.P.Ed students. Table 6 shows the means, SDs and t-ratios of scores of four aspects of emotional intelligence for male and female physical education students.

Table 6: Means, Sds And T-Ratios Of Scores Of Four Aspects Of Emotional Intelligence For Male And Female Physical Education B.P.Ed Students

EI	Male Students (N = 100)			Female Students (N = 100)			dm	SEd m	t-ratios	Significance Level
	M	SD	SE	M	SD	SE				
I	17.02	3.24	0.32	16.79	3.40	0.34	0.23	0.47	0.49	NS
II	16.98	3.28	0.33	16.41	3.14	0.31	0.57	0.45	1.26	NS
III	18.09	3.00	0.30	18.13	3.45	0.34	0.04	0.46	0.09	NS
IV	16.53	2.66	0.27	17.20	2.61	0.26	0.67	0.37	1.80	NS
Total	68.62	8.27	0.83	68.53	9.04	0.90	0.09	0.12	0.70	NS

As per the above table, no significant differences were evinced on all the four aspects of emotional intelligence between male and female physical education teachers, as all the t-values were not statistically significant. It means that males and females physical education students were having the same level of emotional intelligence.

The objective of the study was to find out the gender differences on all the aspects of the emotional intelligence. Here again the hypothesis was that there would be no significant differences between male and female physical education teachers both working and under training. The results of the study reveal that male and female physical education teachers and students differed on the first and fourth aspect i.e. intrapersonal awareness and interpersonal management and not on the second and third aspect i.e. interpersonal awareness and intrapersonal management; as evinced from their t-values. But the mean scores show that the female physical education teaches were getting higher mean scores than their male counterparts on these two aspects of emotional intelligence which means that the female physical education teachers were more emotionally intelligent than the male physical education teachers.

Usually it is observed in common life that females have better control on their emotional life and if they are swayed by the emotion, they can easily manage them in a shorter time. Some research studies have shown that men are more prone to strain, stress and anxiety in

their lives as compared to the women. Though many previous studies like Tyagi (1996), Ellen Winner (1996), Pant and Parkash (2004) and Sukhdeep Kaur (2011) did not find any significant differences on the basis of sex. But in some other studies, where male and female differed significantly and females were found to be better than the males on emotional intelligence. Sameer Baba (2008) found that girls show more E.I. than boys. Gurmail & Agyajit (2011) also did not find any sex differences on many aspects of emotional intelligence of school students. Similarly Manmohan & Agyajit (2012) did not find any significant differences on emotional intelligence of the male and female teachers. But Rupinderjit (2012) concluded in her study that on emotional intelligence, male and female students differed significantly and the male had more emotional intelligence. The females were better on self-motivation and empathy; whereas the males were better on social skills. Navdeep & Agyajit (2013) and Sandeep & Agyajit (2014) concluded that male and female school students differed on many aspects of emotional intelligence. Amrinder (2016) found that there are differences between male and female school students on emotional intelligence in intrapersonal management (own emotions) and interpersonal management (other emotions) aspects. Seema Garg (2016) could not find out any sex differences on many aspects of emotional intelligence.

When males and females were compared separately for the physical education teachers and physical education students, again it was found that males and females differed on the first and fourth as well as total E.I. and not on the second and third aspects of emotional intelligence. Here again, the mean scores indicate that the female physical education teachers were having higher level of emotional intelligence than their male counterparts. But in the case of male and female physical education students were concerned, no significant differences could be observed; as all the t-values were statistically significant. Here the male and female physical education students have the same level of emotional intelligence. So, in this case null hypothesis has been accepted; but in case of male and female physical education teachers as well as combined group of male and female physical education teachers and students, it can be said that the hypothesis has been partially accepted and partially rejected by the findings of this study.

Conclusions:

From the results of the present study; the following conclusions can be arrived at:-

- Significant differences existed on all aspects of emotional intelligence between physical education teachers and physical education students where physical education

teachers have higher level of emotional intelligence than the physical education students.

- Male physical education teachers and male physical education students differed on second and third aspect i.e. interpersonal awareness and intrapersonal management and not on first and fourth aspect i.e. intrapersonal awareness and interpersonal management of emotional intelligence. Here physical education teachers have higher interpersonal awareness and intrapersonal management than their counterparts.
- There were significant differences on the first, second and fourth aspects but not on the third aspect of emotional intelligence between female physical education teachers and female physical education students. Here again, female physical education teachers have better emotional intelligence than the female physical education students.
- Sex differences between male and female physical education teachers and students were found on the first and fourth aspect; but on the second and third aspect of emotional intelligence. Female physical education teachers and students were better on intrapersonal awareness and interpersonal management than their male counterparts.
- The same results were found between male and female physical education teachers. But in case of male and female physical education students; significant differences did not exist on all the aspects of emotional intelligence. Female physical education teachers were again found to be on the higher side on first and fourth aspects of emotional intelligence as compared to male physical education teachers.

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