
The relationship and association between demographic variable (educational qualification) and Emotional Intelligence.

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Abstract:

The importance of emotional intelligence is to realise and understand and deal with work related problems, to perform effectively; and to succeed in the work environment. On the other hand, employers in IT industry require their software professionals to be emotionally intelligent to serve clients in a better way and to create and maintain a lively work environment. They need to assess employees' EI to facilitate their strategic human resource management decisions. Employers can also opt to reduce Software professionals' occupational stress by enhancing their EI; this suggests that emotional intelligence is an important construct to be studied in relation to performance. Research suggests that job characteristics moderate the personality-performance relationship and are found to be directly linked with performance. The purpose of the study is to examine the association between emotional intelligence and demographic variable 'Educational Qualification' of the software professionals working in IT sector in India. Chi square test was used to examine the relationship between emotional intelligence and demographic variable educational qualification.

Key words: Emotions, Emotional Intelligence, Demographic Factor, Educational qualification

1. INTRODUCTION

Emotion is a feeling that is private and subjective. Humans can report an extraordinary range of states, which they can feel or experience. Emotion is a state of psychological arousal, an expression or display of distinctive somatic and autonomic responses. This emphasis suggests that emotional states can be defined by particular constellations of bodily responses. An emotion has been defined as “a complex feeling state with psychic, somatic and behavioural components that are related to affect mood” (Kalpan & Sadock, 1998). Emotion influences everyday behaviour and they can have a distorted effect on learning (Johnson, 1996: 185). It is a complex psychological and physiological phenomenon involving an individual’s state of mind and its interaction between that individual and her/his environment. Among human beings, an emotion fundamentally involves “physiological arousals, expressive behaviours, and conscious experience” (Myers, 2001). Emotion is associated with mood, temperament, personality and motivation. Ekman (1972) (a Professor of Psychology, University of California) has identified “happiness, surprise, disgust, fear, anger & sadness” as six primary emotions.

Emotions are responses to stimuli or situations that affect a person strongly. The emotional responses mainly occur at three levels: neurophysiological & biochemical level, behavioural level and cognitive level. The neurophysiological & biochemical emotional responses are characterized by variations in heart rate, blood flow, respiration, and hormonal secretions. In the second level of emotional response, emotions are expressed in a person’s action. The cognitive level of emotional response is characterized by the use of language by a person to label her/his feelings as in, ‘I feel angry’.

Daniel Goleman (1995) developed further the work of Mayer, and Salovey developed the following models of

competencies. Personal competences which determine how we manage we manage ourselves including self-awareness, emotional self-awareness, accurate self-assessment, self-management, self-control, trustworthiness, conscientiousness, adaptability, achievement orientation and initiative.

Social competencies are the competences that determine how we handle relationships including social awareness, empathy, organizational awareness, self-orientation, social skills, developing others, leadership, communication, change catalyst, conflict management, building bonds and teamwork and collaboration. He argues further that the traits are human qualities that every person has access to and it is merely a case of developing these skills to increase emotional intelligence. He came up with one hundred and thirty seven item Emotional Quotient to measure the five dimensions of Emotional intelligence. IQ by itself is not a very good predictor of job performance.

2. LITERATURE REVIEW

The study of emotional intelligence evolved from works by such theorists as Gardner (1983) and Williams and Sternberg (1988), who proposed broader approaches to understanding intelligence.

Salovey and Mayer (1990) coined the term “emotional intelligence” and included Gardner’s intrapersonal and interpersonal components in the construct. Goleman (1998) popularized emotional intelligence in the business realm by describing its importance as an ingredient for successful business careers and as a crucial component for effective group performance.

These theorists and many others defined and explained the concept of emotional intelligence. In the course of this research, I found at least a dozen definitions of emotional

intelligence (EQ). Here researcher will include the four most popular ones. Emotional intelligence (EQ) can be defined as:

- “The ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use the information to guide one’s thinking and action” (Mayer & Salovey, 1993).
- “The intelligent use of emotions: you intentionally make your emotions work for you by using them to help guide your behavior and thinking in ways that enhance your results” (Weisinger, 1998).
- “The ability to recognize and respond to the emotions and feelings of others, as well as the skill to help others manage their emotions” (Schmidt, 1997).
- “The ability to: 1) be aware of, to understand, and to express oneself; 2) be aware of, to
- understand, and to relate to others; 3) deal with strong emotions and control one’s impulses;
- and 4) adapt to change and to solve problems of a personal or a social nature (Reuven Bar-On, 1988).

Thus, the definition of emotional intelligence as the range of abilities, talents and skills that are noncognitive but can affect a person’s ability to manage the environmental demands and pressure successfully by Bar-on was found to be suitable for this study.

2.3. Research Objective & Hypotheses

Research Objective-1: To study the association between the demographic factor ‘educational qualification’ and Emotional Intelligence of software professionals.

Alternate Hypothesis (H1): There is an association between the demographic factor ‘educational qualification’ and Emotional Intelligence of software professionals.

Null Hypothesis (H0): There is an association between the demographic factor ‘educational qualification’ and Emotional Intelligence of software professionals.

3. RESEARCH METHODOLOGY

The present study was a cross - sectional research conducted in IT industry in India. Purposive sampling technique was used to collect primary data. A structured questionnaire having close ended and 5 point Likert scale based questions, was constructed to collect the data through survey method, emails as well as through Google docs. The sample size was 500 software engineers from IT industry all over India. Chi square test was used as a statistical tool to test the association between the dependent and independent variables.

4. DATA ANALYSIS, INTERPRETATION AND FINDINGS

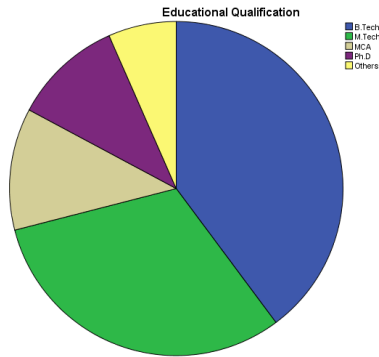
4.1. Analysis: Cross tabulation: Demographic Factor Educational Qualification

Table: 4.6. Educational Qualification

Educational Qualification		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	B.Tech	199	39.8	39.8	39.8
	M.Tech	156	31.2	31.2	71.0
	MCA	59	11.8	11.8	82.8
	Ph.D	53	10.6	10.6	93.4
	Others	33	6.6	6.6	100.0
	Total	500	100.0	100.0	

Interpretation: From the above table it can be said that out of the total 500 respondents, 39.8% respondents qualification are B.Tech, 31.2% respondents qualification are M.Tech, 11.8% respondents qualification are MCA, 10.6% respondents

qualification are Ph.D and 6.6% respondents qualification are others.



4.2. Analysis: Analysis of the relationship between Educational Qualification and I'm conscious of my needs in my life.

H₀: The two factors are independent.
 H₁: The two factors are not independent (associated).

Table: Chi-Square Tests

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	84.752 ^a	16	.000
Likelihood Ratio	92.738	16	.000
Linear-by-Linear Association	18.913	1	.000
N of Valid Cases	500		

a. 7 cells (28.0%) have expected count less than 5. The minimum expected count is 2.11.

Interpretation: From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated.**

Table: Crosstab: I'm conscious of my needs in my life

Crosstab			I'm conscious of my needs in my life.					Total
			Strongly Agree	Agree	Undecided (neither agree nor disagree)	Disagree	Strongly Disagree	
Educational Qualification	B.Tech	Count	45	62	23	47	22	199
		% within Educational Qualification	22.6%	31.2%	11.6%	23.6%	11.1%	100.0%
	M.Tech	Count	53	83	4	11	5	156
		% within Educational Qualification	34.0%	53.2%	2.6%	7.1%	3.2%	100.0%
	MCA	Count	16	33	5	5	0	59
		% within Educational Qualification	27.1%	55.9%	8.5%	8.5%	0.0%	100.0%
	Ph.D	Count	18	31	2	2	0	53
		% within Educational Qualification	34.0%	58.5%	3.8%	3.8%	0.0%	100.0%
	Others	Count	14	6	5	3	5	33
		% within Educational Qualification	42.4%	18.2%	15.2%	9.1%	15.2%	100.0%
Total	Count	146	215	39	68	32	500	
	% within Educational Qualification	29.2%	43.0%	7.8%	13.6%	6.4%	100.0%	

Interpretation & Findings: From the above crosstab, it can be said that out of total 500 respondents, 29.2% respondents strongly agreed, 43.0% respondents agreed, 7.8% respondents were neutral, 13.6% respondents disagreed and 6.4% respondents strongly disagreed that 'I am conscious of my needs in my life.' Hence, it can be said that majority of the respondents strongly agreed and agreed.

4.3. Analysis: Analysis of the relationship between Educational Qualification and I can remain balanced even in adverse circumstances.

H₀: The two factors are independent.
 H₁: The two factors are not independent (associated).

Table: Chi-Square Tests

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	117.151 ^a	16	.000
Likelihood Ratio	123.322	16	.000
Linear-by-Linear Association	28.208	1	.000
N of Valid Cases	500		

a. 7 cells (28.0%) have expected count less than 5. The minimum expected count is 2.24.

Interpretation: From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated.**

Table: Crosstab: I can remain balanced even in adverse circumstances

Crosstab			I can remain balanced even in adverse circumstances.					Total
			Strongly Agree	Agree	Undecided (neither agree nor disagree)	Disagree	Strongly Disagree	
Educational Qualification	B.Tech	Count	35	65	49	24	26	199
		% within Educational Qualification	17.6%	32.7%	24.6%	12.1%	13.1%	100.0%
	M.Tech	Count	53	89	8	3	3	156

Mamta Bajpai, Shailendra k. Chaturvedi- **The relationship and association between demographic variable (educational qualification) and Emotional Intelligence.**

	MCA	% within Educational Qualification	34.0%	57.1%	5.1%	1.9%	1.9%	100.0%
		Count	21	28	4	4	2	59
	Ph.D	% within Educational Qualification	35.6%	47.5%	6.8%	6.8%	3.4%	100.0%
		Count	27	23	2	1	0	53
	Others	% within Educational Qualification	50.9%	43.4%	3.8%	1.9%	0.0%	100.0%
		Count	15	5	3	7	3	33
	Total	Count	151	210	66	39	34	500
		% within Educational Qualification	30.2%	42.0%	13.2%	7.8%	6.8%	100.0%

Interpretation & Findings: From the above crosstab, it can be said that out of total 500 respondents, 30.2% respondents strongly agreed, 42.0% respondents agreed, 13.2% respondents were neutral, 7.8% respondents disagreed and 6.8% respondents strongly disagreed that ‘I can remain balanced even in adverse circumstances.’ Hence, it can be said that majority of the respondents strongly agreed and agreed.

4.4. Analysis: Analysis of the relationship between Educational Qualification and Being emotionally intelligent helps me to control my level of stress.

H₀: The two factors are independent.
H₁: The two factors are not independent (associated).

Mamta Bajpai, Shailendra k. Chaturvedi- **The relationship and association between demographic variable (educational qualification) and Emotional Intelligence.**

Table: Chi-Square Tests

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	84.440 ^a	16	.000
Likelihood Ratio	91.553	16	.000
Linear-by-Linear Association	31.281	1	.000
N of Valid Cases	500		

a. 5 cells (20.0%) have expected count less than 5. The minimum expected count is 2.31.

Interpretation: From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated.**

Table: Crosstab: Being emotionally intelligent helps me to control my level of stress

Crosstab			Being emotionally intelligent helps me to control my level of stress.					Total
			Strongly Agree	Agree	Undecided (neither agree nor disagree)	Disagree	Strongly Disagree	
Educational Qualification	B.Tech	Count	42	60	38	36	23	199
		% within Educational Qualification	21.1%	30.2%	19.1%	18.1%	11.6%	100.0%
	M.Tech	Count	45	88	5	10	8	156
		% within Educational Qualification	28.8%	56.4%	3.2%	6.4%	5.1%	100.0%
	MCA	Count	15	35	6	1	2	59
		% within Educational Qualification	25.4%	59.3%	10.2%	1.7%	3.4%	100.0%
	Ph.D	Count	23	26	1	3	0	53
		% within Educational Qualification	43.4%	49.1%	1.9%	5.7%	0.0%	100.0%
	Others	Count	13	11	5	2	2	33

Mamta Bajpai, Shailendra k. Chaturvedi- **The relationship and association between demographic variable (educational qualification) and Emotional Intelligence.**

		% within Educational Qualification	39.4%	33.3%	15.2%	6.1%	6.1%	100.0%
		Count	138	220	55	52	35	500
Total		% within Educational Qualification	27.6%	44.0%	11.0%	10.4%	7.0%	100.0%

Interpretation & Findings: From the above crosstab, it can be said that out of total 500 respondents, 27.6% respondents strongly agreed, 44.0% respondents agreed, 11.0% respondents were neutral, 10.4% respondents disagreed and 7.0% respondents strongly disagreed that 'Being emotionally intelligent helps me to control my level of stress.' Hence, it can be said that majority of the respondents strongly agreed and agreed.

4.5. Analysis: Analysis of the relationship between Educational Qualification and I am able to manage the conflicts and problems faced in my workplace.

H₀: The two factors are independent.
H₁: The two factors are not independent (associated).

Table: Chi-Square Tests

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	80.045 ^a	16	.000
Likelihood Ratio	85.669	16	.000
Linear-by-Linear Association	30.720	1	.000
N of Valid Cases	500		

a. 5 cells (20.0%) have expected count less than 5. The minimum expected count is 2.24.

Interpretation: From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of

significance. Hence it can be concluded that **two variables are associated.**

Table: Crosstab: I am able to manage the conflicts and problems faced in my workplace

Crosstab			I am able to manage the conflicts and problems faced in my workplace.					Total
			Strongly Agree	Agree	Undecided (neither agree nor disagree)	Disagree	Strongly Disagree	
Educational Qualification	B.Tech	Count	34	69	42	31	23	199
		% within Educational Qualification	17.1%	34.7%	21.1%	15.6%	11.6%	100.0%
	M.Tech	Count	43	82	17	8	6	156
		% within Educational Qualification	27.6%	52.6%	10.9%	5.1%	3.8%	100.0%
	MCA	Count	22	29	3	4	1	59
		% within Educational Qualification	37.3%	49.2%	5.1%	6.8%	1.7%	100.0%
	Ph.D	Count	26	24	2	1	0	53
		% within Educational Qualification	49.1%	45.3%	3.8%	1.9%	0.0%	100.0%
	Others	Count	14	8	2	5	4	33
		% within Educational Qualification	42.4%	24.2%	6.1%	15.2%	12.1%	100.0%
Total	Count	139	212	66	49	34	500	
	% within Educational Qualification	27.8%	42.4%	13.2%	9.8%	6.8%	100.0%	

Interpretation & Findings: From the above crosstab, it can said that out of total 500 respondents, 27.8% respondents strongly agreed, 42.4% respondents agreed, 13.2% respondents were neutral, 9.8% respondents disagreed and 6.8% respondents strongly disagreed that ‘I am able to manage the conflicts and problems faced in my workplace.’ Hence, it can be

Mamta Bajpai, Shailendra k. Chaturvedi- **The relationship and association between demographic variable (educational qualification) and Emotional Intelligence.**

said that majority of the respondents strongly agreed and agreed.

4.6. Analysis: Analysis of the relationship between Educational Qualification and I am able to understand the feeling of others.

H₀: The two factors are independent.
 H₁: The two factors are not independent (associated).
 Tool Used: Chi Square Test (Analyze → Descriptive Statistics → Crosstabs)

Table: Chi-Square Tests

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	97.319 ^a	16	.000
Likelihood Ratio	92.192	16	.000
Linear-by-Linear Association	10.475	1	.001
N of Valid Cases	500		

a. 6 cells (24.0%) have expected count less than 5. The minimum expected count is 1.12.

Interpretation: From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated.**

Table: Crosstab: I am able to understand the feeling of others

Educational Qualification		B.Tech	Count	I am able to understand the feeling of others.					Total
				Strongly Agree	Agree	Undecided (neither agree nor disagree)	Disagree	Strongly Disagree	
			43	72	52	26	6	199	
		% within Educational Qualification	21.6%	36.2%	26.1%	13.1%	3.0%	100.0%	

Mamta Bajpai, Shailendra k. Chaturvedi- **The relationship and association between demographic variable (educational qualification) and Emotional Intelligence.**

	M.Tech	Count	50	84	9	9	4	156
		% within Educational Qualification	32.1%	53.8%	5.8%	5.8%	2.6%	100.0%
	MCA	Count	27	24	4	3	1	59
		% within Educational Qualification	45.8%	40.7%	6.8%	5.1%	1.7%	100.0%
	Ph.D	Count	23	26	3	1	0	53
		% within Educational Qualification	43.4%	49.1%	5.7%	1.9%	0.0%	100.0%
	Others	Count	14	8	0	5	6	33
		% within Educational Qualification	42.4%	24.2%	0.0%	15.2%	18.2%	100.0%
	Total	Count	157	214	68	44	17	500
		% within Educational Qualification	31.4%	42.8%	13.6%	8.8%	3.4%	100.0%

Interpretation & Findings: From the above crosstab, it can be said that out of total 500 respondents, 31.4% respondents strongly agreed, 42.8% respondents agreed, 13.6% respondents were neutral, 8.8% respondents disagreed and 3.4% respondents strongly disagreed that 'I am able to understand the feeling of others.' Hence, it can be said that majority of the respondents strongly agreed and agreed.

4.7. Analysis: Analysis of the relationship between Educational Qualification and Being emotionally intelligent helps me to improve the efficiency of service delivery process.

H_0 : The two factors are independent.

H_1 : The two factors are not independent (associated).

Mamta Bajpai, Shailendra k. Chaturvedi- **The relationship and association between demographic variable (educational qualification) and Emotional Intelligence.**

Table: Chi-Square Tests

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	52.331 ^a	16	.000
Likelihood Ratio	52.428	16	.000
Linear-by-Linear Association	18.806	1	.000
N of Valid Cases	500		

a. 4 cells (16.0%) have expected count less than 5. The minimum expected count is 1.91.

Interpretation: From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of significance. Hence it can be concluded that **two variables are associated.**

Table: Crosstab: Being emotionally intelligent helps me to improve the efficiency of service delivery process

Crosstab								
			Being emotionally intelligent helps me to improve the efficiency of service delivery process.					Total
			Strongly Agree	Agree	Undecided (neither agree nor disagree)	Disagree	Strongly Disagree	
Educational Qualification	B.Tech	Count	29	70	49	30	21	199
		% within Educational Qualification	14.6%	35.2%	24.6%	15.1%	10.6%	100.0%
	M.Tech	Count	50	67	19	16	4	156
		% within Educational Qualification	32.1%	42.9%	12.2%	10.3%	2.6%	100.0%
	MCA	Count	16	25	5	11	2	59
		% within Educational Qualification	27.1%	42.4%	8.5%	18.6%	3.4%	100.0%
	Ph.D	Count	21	22	5	4	1	53
		% within Educational Qualification	39.6%	41.5%	9.4%	7.5%	1.9%	100.0%
	Others	Count	7	18	3	4	1	33

Mamta Bajpai, Shailendra k. Chaturvedi- **The relationship and association between demographic variable (educational qualification) and Emotional Intelligence.**

	% within Educational Qualification	21.2%	54.5%	9.1%	12.1%	3.0%	100.0%
	Count	123	202	81	65	29	500
Total	% within Educational Qualification	24.6%	40.4%	16.2%	13.0%	5.8%	100.0%

Interpretation & Findings: From the above crosstab, it can be said that out of total 500 respondents, 24.6% respondents strongly agreed, 40.4% respondents agreed, 16.2% respondents were neutral, 13.0% respondents disagreed and 5.8% respondents strongly disagreed that 'Being emotionally intelligent helps me to improve the efficiency of service delivery process.' Hence, it can be said that majority of the respondents strongly agreed and agreed.

Analysis: Analysis of the relationship between Educational Qualification and Being emotionally intelligent helps me to minimise the performance hijacking by negative emotions.

H₀: The two factors are independent.
H₁: The two factors are not independent (associated).

Table: Chi-Square Tests

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	125.731 ^a	16	.000
Likelihood Ratio	131.645	16	.000
Linear-by-Linear Association	41.757	1	.000
N of Valid Cases	500		

a. 7 cells (28.0%) have expected count less than 5. The minimum expected count is 1.45.

Interpretation: From the table we find out that asymptotic significance for Pearson Chi Square comes out to be 0.000 (less than 0.05) so we **reject null hypothesis** at 5% level of

significance. Hence it can be concluded that **two variables are associated.**

Table: Crosstab: Being emotionally intelligent helps me to minimise the performance hijacking by negative emotions

Crosstab			Being emotionally intelligent helps me to minimise the performance hijacking by negative emotions.					Total
			Strongly Agree	Agree	Undecided (neither agree nor disagree)	Disagree	Strongly Disagree	
Educational Qualification	B.Tech	Count	54	56	41	30	18	199
		% within Educational Qualification	27.1%	28.1%	20.6%	15.1%	9.0%	100.0%
	M.Tech	Count	86	61	4	3	2	156
		% within Educational Qualification	55.1%	39.1%	2.6%	1.9%	1.3%	100.0%
	MCA	Count	32	20	3	2	2	59
		% within Educational Qualification	54.2%	33.9%	5.1%	3.4%	3.4%	100.0%
	Ph.D	Count	43	8	1	1	0	53
		% within Educational Qualification	81.1%	15.1%	1.9%	1.9%	0.0%	100.0%
	Others	Count	9	18	4	2	0	33
		% within Educational Qualification	27.3%	54.5%	12.1%	6.1%	0.0%	100.0%
Total		Count	224	163	53	38	22	500
		% within Educational Qualification	44.8%	32.6%	10.6%	7.6%	4.4%	100.0%

Interpretation & Findings: From the above crosstab, it can be said that out of total 500 respondents, 44.8% respondents strongly agreed, 32.6% respondents agreed, 10.6% respondents were neutral, 7.6% respondents disagreed and 4.4% respondents strongly disagreed that 'Being emotionally intelligent helps me to minimise the performance hijacking by negative emotions.' Hence, it can be said that majority of the respondents strongly agreed and agreed.

CONCLUSION AND DISCUSSION

The aim of this study was to analyse and establish the association between the demographic factor educational qualification and emotional intelligence. From the above analysis it can be seen that there is positive and significant association between the emotional intelligence and demographic factor educational qualification. As the educational qualification is rising level of emotional intelligence is also rising. Another finding of the study is that employee's education level is found to be significant on their social skills and self-regulation levels. Software professionals with a PhD and MTech degree have the highest level of emotional intelligence while Software professionals with a BTech degree.

Education helps to better understand the situation and to cope up with the changing scenario, so it has got the positive relationship with the level of emotional intelligence. Highly educated employees might be able to express their feelings, communicate openly and to understand other better than less educated. 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. 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 top level 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. In this study, Software professionals' educational qualification is found to be a significant factor on their overall emotional intelligence levels. One of the limitations of this study is the use of a convenience sample that might limit the generalization power of the findings

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