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EMOTIONAL INTELLIGENCE OF POST GRADUATE STUDENTS: A PRIMARY DATA CENTRIC ANALYSIS

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Abstract:

Our emotional intelligence (EI) indicates our capability for learning the various practical skills that are based on its components: self-awareness, managing emotions, maturity, empathy, and social skills & social competencies. Most of the emotions and feelings are well-formed in raising up in the family. Family plays an active role to build constructive emotions. An emotional person is capable to set his/her own goal according to his/her strengths and weaknesses. S/he can also critically evaluate himself/herself. Family helps individuals to maintain a healthy balance between emotions and logic. Generally, children who belong to a joint family, get more opportunities to be familiar with the different emotions. She/he tries to behave according to their family members. She/he has to realise others' point of view too that motivates them to live together.

The paper attempts to find out the emotional intelligence level of Post Graduate (PG) students; compare their E.I and dimensions of emotional intelligence with gender and family type. A descriptive survey method is employed for conducting the present study. Students pursuing PG studies have an average level of emotional intelligence. Though male students possess higher emotional intelligence than the female counterparts, the difference is not statistically significant. Similarly, there are no statistically significant results among joint and single types of family in terms of emotional intelligence.

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1.0 Introduction:

Achievement in life mostly depends on balanced emotional intelligence. According to Goleman, 80% of success in life depends on our emotional intelligence. Most of the problems in our life are the result of the lack of proper balance of the involved feelings and emotions. An emotionally balanced person manages his/her feelings in a way so that they are expressed appropriately and smoothly move towards their goals. According to Khosla, M., (2020), we are emotional beings. We feel happy when we are with our loved ones; sad if we lose someone near; guilty if we hurt someone unknowingly; and angry if things do not happen as we had planned. Hence there is never a moment when we do not emote. Without emotion, we would be mere machines working like a robot. According to Mangal, S. (2009), if a person has no emotions in him, he becomes crippled in

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terms of living his life in a normal way. Every robust emotion has at its root a desire to action; managing those desires is basic to emotional intelligence (EI). Our emotional intelligence indicates our capability for learning the various practical skills that are based on its components: self-awareness, managing emotions, maturity, empathy, and social skills. These dimensions which constitute the emotional intelligence are given by Goleman in 1996. Our whole system of education is devoted to cognitive skills. When a student is succeeding, s/he has an unrealistic fear of failure. It holds true also for a large number of students who are getting along reasonably well in their school work but are moving toward adult life with a burden of emotional problems that most schools almost completely ignore.

In recent years there has been mounting evidences to show that many of those who have reading difficulties, and many "underachievers" who are not performing "up to capacity" have emotional difficulties. This proposition is plausible enough when we consider the students who do poor work at school because of emotional disturbances (Skinner, 2001, p.241-242). But at the time of learning emotional competencies, our system is utterly lacking capacities like empathy or flexibility. The learner's intellectual possibilities are bound to his emotions. His mind is not free if his emotions are fettered (Skinner, 2001, p.241-242). So, emotional learning needs a more intense change at the neurological level: both fading the existing habit and replacing it with a superior one. Family plays a vital role to build strong emotional balance as well as adjusted behaviour. Most of the emotions and feelings are well-formed in the family. Ahangar & Khan (2017) argues that family plays a pivotal role in providing the most congenial atmosphere to an individual to form his style of life and basic patterns of behaviour. The aspirations, values and goals of individuals are influenced by the family. Whether an individual develops into a well-adjusted sociable person or a maladjusted one depends on the family. Barbera et al., says that learning about emotions and how to handle them is a part of the process of socialization and begins with the family in the home. Generally, children who belong to a joint family get more opportunities to get familiar with the different emotions. Morand (1999) found that participants who came from the largest families more often choose the correct emotions. He argued that people who are raised in large families have higher levels of emotional intelligence because of the larger number of social interactions they experience in their home while growing up. He/she tries to behave according to their family members. He/she has to realise others point of view that motivates them to live together.

The Oxford English Dictionary defines emotion as "any agitation or disturbance of mind, feeling, passion; any vehement or excited mental state." According to Goleman (1998), "Emotional intelligence" refers to the capacity for recognizing our own feeling and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. According to Kumar & Pal (2016), developing level of emotional intelligence has been correlated with better results in leadership, academic achievement, marriage, friendship, health and professional career. He also defined emotional intelligence as the skills to know how you consider your judgment, sentiment and actions and assists the interaction with the society. "Emotional Intelligence includes the ability to engage in sophisticated information processing about one's own and others' emotions and the ability to use this information as a guide to thinking and behaviour. That is, individuals high in emotional intelligence pay attention to use, understand, and manage emotions, and these skills serve adaptive functions that potentially benefit themselves and others"(Mayer, Salovey, Caruso-2008).

1.1 The rationale of the Study:

From the above backdrop it is clear that though there were various studies done outside of West Bengal on emotional intelligence, there is a dearth of comprehensive studies in this realm. It is also

marked that though there were different studies but generally, they gave a mixed result and their result may not be generalized for all contexts. Interestingly not enough study has been found on emotional intelligence among PG students with relation to their gender and family type in Kolkata & 24 PGS (N) districts, West Bengal. Most of the studies have been found for school and college teachers rather than students. The background studies in the literature review put a need on the study on the variables taken into account and on the basis of the gap identified, the investigator took up the study to delve deep into the existing knowledge.

1.2 Review of Related Literature:

Morand (1999) established a positive relationship between family size and the ability to recognize emotion from facial expression. He claimed that people who belong to larger families have the higher level of emotional intelligence because of a larger number of social interactions they experience in their home.

Barbera et al. (2004) found the relationship of emotional intelligence with birth order and family size. The study was done on 102 participants through the internet. This study shows no relationship between emotional intelligence and birth order. On the other hand, there was a negative relationship between family size and emotional intelligence.

Singh and Udainiya (2009) also found that the male participants of the joint family showed higher initiative than female participants.

Annakodi (2013) investigated a sample of 150 boys and 150 girls of class XI in Coimbatore using the standardized tool of the “Emotional Intelligence Inventory” (Dr. Emily A. Sterrett). The result indicated that girls have higher emotional intelligence.

However, **Ferrando et al., (2011)** made a study for knowing gender differences in emotional intelligence. The researchers collected the data from 170 men and 389 women using The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT v.2.0; Mayer, Salovey, & Caruso, 2002). The univariate F-test showed a significant difference between men and women for facilitating, understanding and managing. An independent sample t-test was run to compare emotional intelligence among college students based on the type of family. It has been found that there is no significant difference in emotional intelligence between the joint family and the nuclear family ($p>0.05$).

Mishra. B & Ghosh. M (2015) conducted a study on “Emotional Intelligence of Secondary Students in Uttar Dinajpur District, West Bengal”. For this purpose 100 Male and 100 female secondary students were selected through judgemental sampling. The study proved that female secondary students are emotionally unstable except urban female secondary students. The study also proved that the relationship between male and female secondary students is not related to each other in terms of emotional intelligence.

Kar, D. et. al., (2014) in their study compared emotional intelligence between boys and girls students at secondary level by administering an Emotional Intelligence Inventory as developed by Mondal (2014) on 101 boys and 134 girls. It is clear from the study that the mean of obtained scores for boys (115.7) is negligibly lower than girls (116.6) having a difference of 0.9. The result of the t-test also revealed gender does not affect the level of Emotional Intelligence.

One of the objectives of the study of **Sk. S., & H. Santoshi., (2020)** was to explore whether or not the effect of Emotional Intelligence (EI) on Critical Thinking (CT) disposition would vary with respect to gender. To meet the objective the Profile of Emotional Competence (Brasseur et al., 2013) and Critical Thinking Disposition Assessment (Ricketts & Rudd, 2005) tools were administered

500 first-year undergraduate students from West Bengal. The study highlighted the non-significant moderating role of gender in relation to EI and CT disposition.

The reviews of past researches help in recognizing the theoretical and practical aspects of this study and also assist to find out the knowledge gap that exists in the previous studies. Although there have been several studies conducted on emotional intelligence of secondary, higher secondary and college level students but very few studies on P.G. level students in respect to their gender and family type, and their results may not be generalized for all contexts. Under this consideration, the investigator necessitated to know whether there is any influence of family type on emotional intelligence among PG students pursuing studies in Kolkata and North 24 Parganas districts of West Bengal.

2.0 Objectives of the study:

- To know the overall emotional intelligence level of PG students
- To find out whether gender and family type has any effect on emotional intelligence
- To make a dimension wise comparison of emotional intelligence with respect to gender and family type

3.0 Hypothesis of the study:

Hypothesis provides direction to the investigator to think about the problem and therefore, it facilitates the solution. Considering the objectives of the present study and findings of related studies the following hypotheses are formulated for investigation and testing.

H₁: There is no significant mean difference in overall emotional intelligence between male and female PG students

H₂: There is no significant mean difference of overall emotional intelligence between PG students belonging to joint and single family

H₃: Dimension wise there is no significant mean difference between male and female PG students

H₄: Dimension wise there is no significant mean difference between students of joint and single family

4.0 limitations of the study:

Students of only three regular public universities located in Kolkata & North 24 Parganas are selected for this study. The sample of the study did not cover students reading in different subjects other than education.

5.0 Methodology of the study:

The study is conducted using the descriptive survey method.

5.1 Sample and Sampling:

A convenient non-probability sampling technique is used to select 155 PG students from West Bengal State University in North 24 Parganas district, Calcutta University and Rabindra Bharati University in Kolkata district, 89 male and 66 female students are selected out of 155 students. In this study, 57 students belong to a joint family and 98 students belong to a single family.

5.2 Tools:

The Emotional Intelligence Scale (for adults) is adopted in this study. This Scale was developed by Dr. Arun Kumar & Prof. Suraksha Pal in 2016. For academic use tool constructors standardised this scale for age 21 to 60 years. It has a total of 80 items measuring five dimensions of emotional intelligence with a score ranging from 80 to 400. The five dimensions are self-awareness, managing emotion, maturity, empathy, social skill & social competency. These dimensions adopt a five point rating scale designed as Mostly (5), Very often (4), Sometimes (3), Rarely (2) and Never (1).

The higher score denotes more and the lower score signifies less emotional intelligence. The educated adult, who obtained scores from 339 to 400 and above scores, is considered as a high emotional intelligence person, the average emotional intelligence person obtained scores from 290 to 338 and low emotional intelligence person scores ranged from 80 to 289 on the emotional intelligence scale.

5.3 Reliability & Validity:

The scale was administered on a sample of 400. The split-half method is used to assess the reliability of the scale. The split-half method is a quick and easy way to establish the internal consistency of a tool. According to Korb, K. (2014), if you administer a Likert Scale or have another measure that does not have just one correct answer, the preferable statistic to calculate the split-half reliability is coefficient alpha. The calculated value of split-half reliability comes out to be 0.89. When it was calculated for full scale through the spearman brown prophecy formula, it was 0.94. The coefficient of reliability was also determined by the test-retest method. The test-retest reliability coefficient was found 0.81. Thus, the coefficient of reliability determined by both methods provides evidence that the scale is highly reliable.

In order to determine the validity of the present scale, the tool constructors found out face validity, content validity and concurrent validity. The scale has been given to seven subject experts for intensive and critical observation regarding the content and language of the items. They have suggested for modification in the language of few items because of the ambiguity of the statement. In this way, the tool developers improve the face and content validity. The concurrent validity of the self-made scale was established by co-relating by Anukool Hyde, Sanjyot Pethe and Upinder Dhar'. The validity coefficient obtained is 0.626, which is satisfactory.

6.0 Analysis of data:

Obtained data are analysed using SPSS Version 21. Initial descriptive statistics and t-test as parametric inferential statistics are employed to test the hypotheses of the present study.

Table 1: Overall Emotional Intelligence level of PG students

Overall Emotional Level	N	Mean	Std. Deviation	EI Level
	155	291.213	38.5887	Average

Source: Prepared by the author

The above table1 shows that PG students possess an average level of emotional intelligence as the mean value of PG students falls between 290 and 338.

6.1 Analysis pertaining to hypothesis -1:

H₁: There is no significant mean difference in overall emotional intelligence between male and female PG students

Table 2: Comparison of Overall EI between male & female PG students

Table 2(a): Descriptive statistics of overall EI between male & female students					
Overall Emotional Intelligence	Gender	N	Mean	Std. Deviation	Std. Error Mean
	Male	89	292.36	39.53	4.19
	Female	66	289.66	37.51	4.61

Table 2(b): Inferential statistics of overall EI between male & female students					
Overall Emotional Intelligence	t-test for Equality of Means				
	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
	.428*	153	.669	2.69	6.28

*Not Significant at 0.05 level (2-tailed)

Source: Prepared by the author

6.1.1 Interpretations related to EI and Gender:

The above table 2(a) states the mean score & SD score for 89 males are 292.36 & 39.53; and the mean score & SD score for 66 females are 289.66 & 37.51 respectively. That means, the difference in mean of overall EI score between the groups is 2.69. This initial descriptive statistic as well as bar the graph (fig.1) shows that the males are higher in overall EI than the females. But, in order to know whether these differences are statistically significant or not, a further t-test has been applied. In table 2(b), the t-test result (i.e. 428 for 153 df) shows that there is no significant difference exist as the p-value is greater than 0.05 level of significance (i.e. $p = .669 > 0.05$). Consequently, the null hypothesis (H_0) cannot be rejected.

6.2 Analysis pertaining to hypothesis -2:

H₂: There is no significant mean difference of overall emotional intelligence between PG students belonging to joint and single family

Table 3: Comparison between EI and family type

Table 3(a): Descriptive Statistics of EI between students of joint & single family					
Overall Emotional Intelligence	Family Type	N	Mean	Std. Deviation	Std. Error Mean
	Joint	57	295.15	29.32	3.88
	Single	98	288.91	43.04	4.34

Table 3(b): Inferential Statistics of EI between students of joint & single family					
Overall Emotional Intelligence	t-test for Equality of Means				
	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
	.970*	153	.333	6.23	6.42

*Not Significant at 0.05 level (2-tailed)

Source: Prepared by the author

6.2.1 Interpretations related to EI & Family Type:

The above table 3 states that overall emotional intelligence for the students belonging to single and joint families. In table 3(a) states that the mean score & SD score for 57 students of a joint family are 295.15 & 29.32; and the mean score & SD score for 98 students of a single family are 288.91 & 43.04 respectively. That means the difference in the mean of the overall EI score between the



groups is 6.23. This initial descriptive statistic shows that the students of the joint family are higher in overall EI than the students of the single family. The mean difference between groups is shown in figure 2. The higher mean of the joint family is also reflected in figure 2. But, in order to know whether this difference is statistically significant or not, further t-test has been applied. In table 3(b) the t-test result (i.e. 970 for 153 df) shows that there is no significant difference exist as the p-value is greater than the 0.05 level of significance (i.e. $p=.333 > 0.05$). Consequently, the null hypothesis (H_2) cannot be rejected.

6.3 Analysis pertaining to hypothesis -3:

H_3 : Dimension wise there is no significant mean difference between male and female PG students

Table 4: Dimension wise comparisons of EI between male & female students

Components of EI	Gender	N	Mean	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Self-Awareness	Male	89	59.93	.399*	153	0.690	0.59	1.50
	Female	66	59.33					
Managing Emotion	Male	89	58.50	.160*	153	0.873	0.23	1.45
	Female	66	58.27					
Maturity	Male	89	53.83	-1.200*	153	0.232	-1.86	1.55
	Female	66	55.69					
Empathy	Male	89	59.77	.713*	153	0.477	1.09	1.53
	Female	66	58.68					
Social Skill & Social Competence	Male	89	60.11	1.555*	153	0.121	2.43	1.56
	Female	66	57.68					

*Not Significant at 0.05 level (2-tailed)

Source: Prepared by the author

6.3.1 Interpretations related to dimension wise comparisons between EI & Gender:

An independent sample t-test was run to compare dimension-wise emotional intelligence among PG students based on gender. The above table 4 indicates that there is no significant mean difference in all the dimensions of emotional intelligence between male & female PG students because of the p-value which is greater than the 0.05 level of significance. Therefore, the null hypothesis cannot be rejected. Moreover, male students are slightly higher in emotional intelligence than female counterparts in respect to self-awareness, managing emotion, empathy and social skill & social competence dimensions of emotional. But, female students are higher in the maturity dimension of emotional intelligence than male students.

6.4 Analysis pertaining to hypothesis – 4:

H_4 : Dimension wise there is no significant mean difference between students of joint and single family

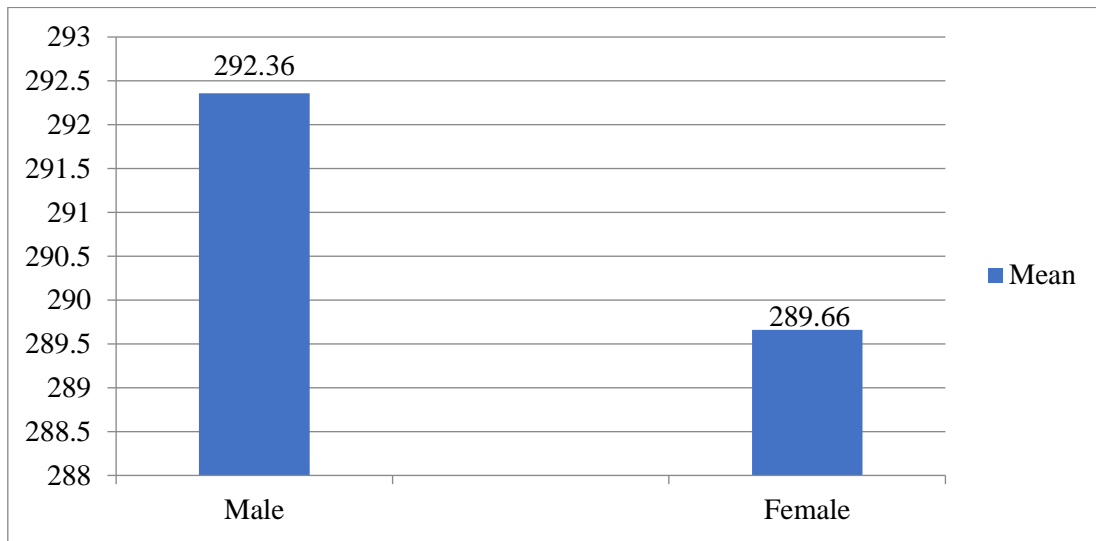
Table 5: Dimension wise comparisons of EI between students of joint & single family

Components of EI	Family Type	N	Mean	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Self-awareness	Joint	57	60.71	1.075*	153	.284	1.64	1.53
	Single	98	59.07					
Managing Emotion	Joint	57	58.63	.239*	153	.812	.35	1.49
	Single	98	58.27					
Maturity	Joint	57	54.22	-.393*	153	.695	-.62	1.60
	Single	98	54.85					
Empathy	Joint	57	61.19	1.913*	153	.058	2.97	1.55
	Single	98	58.21					
Social Skill & Social Competence	Joint	57	60.35	1.253*	153	.212	2.01	1.60
	Single	98	58.33					

*Not Significant at 0.05 level (2-tailed)

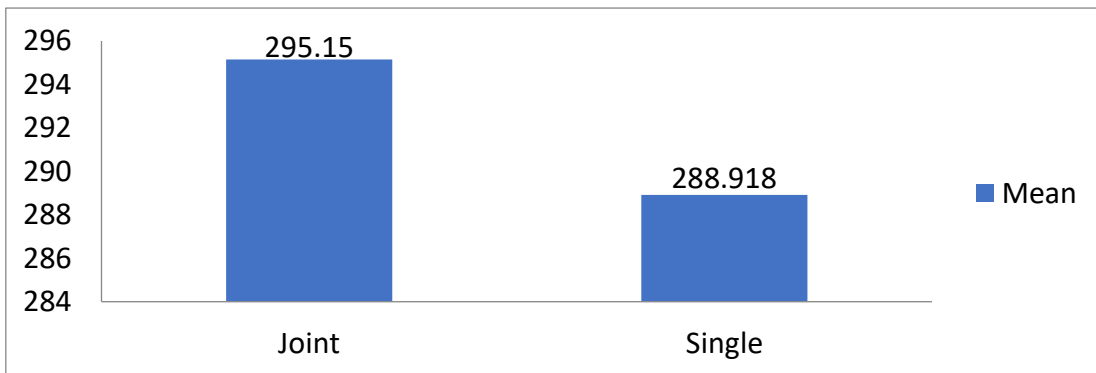
Source: Prepared by the author

Fig.1: Graphical Representation of EI between male & female students



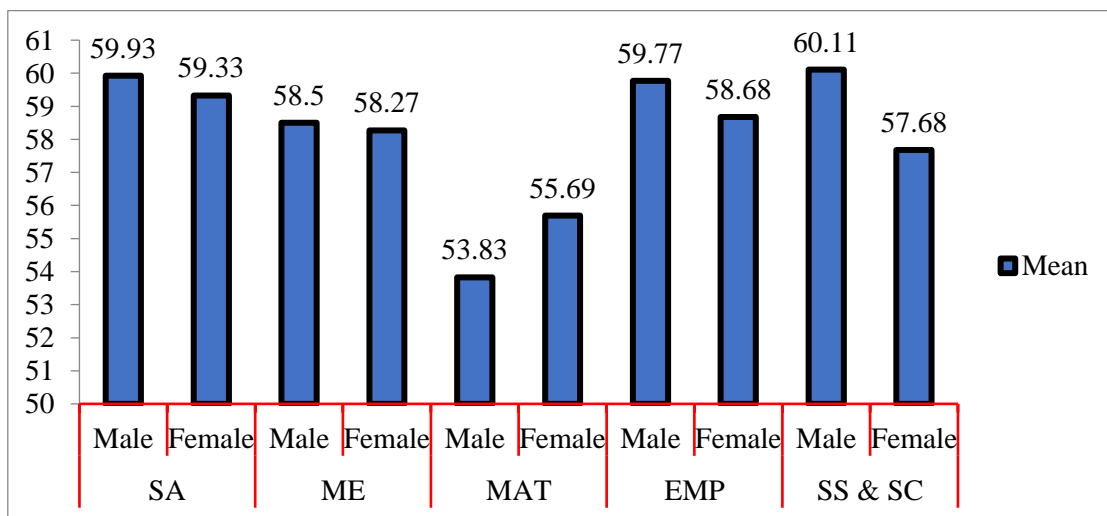
Source: Prepared by the author

Fig. 2: Graphical Representation of overall EI between students of joint & single family



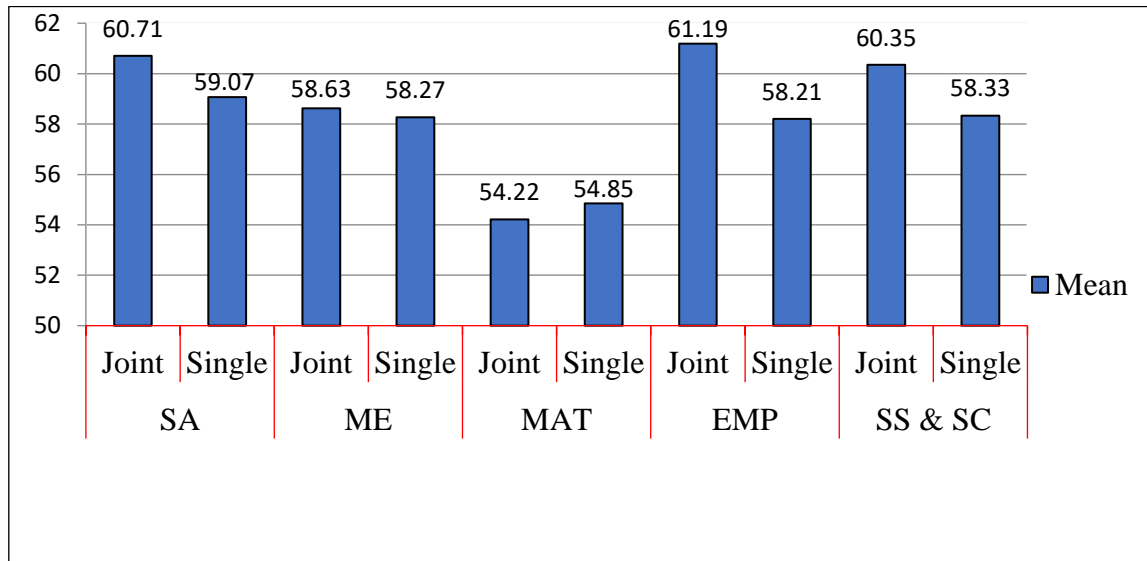
Source: Prepared by the author

Fig. 3: Showing dimension wise comparisons of EI between male & female students



Source: Prepared by the author

Fig. 4: Graphical representation of differences between the mean of EI of the students belonging to joint & single family



SA= Self-awareness, ME=Managing Emotion, MAT=Maturity, EMP=Empathy,
SK & SC=Social Skill & Social Competence

Source: Prepared by the author

6.4.1 Interpretations related to dimension wise comparisons between EI & family type:

An independent sample t-test was run to compare dimension-wise emotional intelligence among PG students based on the type of family. The above table 5 indicates that there is no significant mean difference in all the dimensions of emotional intelligence between PG students of joint & single family because of the p-value which is higher than the 0.05 levels of significance. Therefore, the null hypothesis cannot be rejected. Moreover, male students of the joint family are higher in emotional intelligence than female counterparts in respect to self-awareness, managing emotion, empathy and social skill & social competence dimensions of emotional intelligence. But, female students of a single family are slightly higher in the maturity dimension of emotional intelligence than the students who belong to a joint family.

7.0 Discussion:

This study extends that students of post-graduate have an average level of emotional intelligence. This study also extends that the emotional intelligence level of post-graduate students does not depend on their gender & family type. Therefore, it can be said that gender and family have no impact on determining one's emotional intelligence in the present study. Though male students have higher mean value of emotional intelligence than female students, but their difference is not statistically significant. In the same way, the difference between the students belonging to a joint & single family is not also statistically significant in terms of emotional intelligence.

The exploration in this study and its findings may help the policymakers in planning strategies for enhancing emotional intelligence among aspirants in the higher education sector. Policymakers do not need to consider gender differences and family types at the time of designing a curriculum for developing emotional intelligence. This study may kindle stakeholders in career counselling and related vocation and selection process. All educational institutes should provide ample

opportunities to practice the skills such as self-awareness, managing emotions, maturity, empathy, and social skills. Parents must spend quality time with their children and communicate with them about their feelings.

8.0 Recommendations:

- Human culture varies from district to district. If the size of the sample increases, the generalizability will be increased. So, more districts and a large number of students of the state may give a better representation of the population.
- Since family type and gender have no effect on emotional intelligence, it can be further explored whether factors such as age, birth order, locality, caste, etc. affect emotional intelligence.

9.0 Conclusion:

In most spheres of life, students are considered to be intellectual ones. However, the learner's intellectual achievements influence and are influenced by his/her emotions. The feeling and impulse that constitute the child's emotional life are interwoven with all his thoughts and actions. The impact of any event is determined not only by what happens but also by the emotional conditions that exist in the individual's personal life. So everyone must consider and understand the emotion of oneself as well as others. The present study manifests PG students possess moderate level emotional intelligence. The present study also describes the concept of the emotionally intelligent students who should have five abilities such as self-awareness, managing emotion, maturity, social skills, and social competencies. These five abilities are not different in terms of gender and family types. The current study refutes the general notion regarding the students who belong to the joint family having a greater level of emotional intelligence than the students who belong to the single-family. The study further reflects that male and female PG students have an equal level of emotional intelligence. Emotions play an important role in understanding students' disruptive behavior. Thus, a teacher should be conscious enough about the emotional currents in the classroom so that each student can understand his own feelings and the feelings of others through his own experience and control as needed.

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