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## RESEARCH ARTICLE

# A COMPERATIVE STUDY OF EMOTIONAL INTELLIGENCE AND INTELLIGENCE QUOTIENT AND SOCIAL INTELLIGENCE BETWEEN UNDER GRADUATE STUDENTS

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### Abstract

This study presents the effect of gender and stream on Emotional intelligence, Intelligence Quotient and Social intelligence. Emotional intelligence is an important element in enhancing individual's ability and skills in communication and interpersonal relations. Being excellence in general intelligence (IQ) alone will not guarantee success in life. SI involves identifying key interaction skills and then assessing them behaviorally. EQ, IQ and Si make an important role and human life.

The study was conducted to explore the comparison of emotional quotient, intelligence quotient and Social intelligence among gender (boys and girls) and stream (art and science). The study was conducted in N.M.V. Lalitpur (U.P.). The data were collected from 100 students. The data was divided into two groups on the basis of art and science. Each of the two group consisted of an equal number of boys and girls respondents. A standardized Introversion Emotional Intelligence Inventory (EII) by S. K. Mangul and Shubhra Mangal (2005), Test of General Intelligence (TGI) by K. S. Misra and S. K. Pal (2005) and Social intelligence scale (SI) by N. K. Chadha and Usha Chadha.were used to collect data. Data were analyzed by using analysis of variance (ANOVA). The main conclusion is that, boys have more EQ than girls. And girls have more IQ and SI than boys. Science students have more EQ, IQ and SI than art students.

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## INTRODUCTION

Emotional intelligence is one of several types of intelligence required for success in all kinds of situation. The researchers are emotional intelligence on success and revealed that emotional intelligence, as well as IQ, is required to explain success. In other words, success cannot be explained only through IQ. Besides, emotional intelligence does not have influence only on success but also on choice and development of career path. Goleman (1995) has introduced the emotional intelligence concept in his book entitled 'Emotional Intelligence: Why It Can Matter More Than IQ'.

**According to Deniel Goleman (1995)** - "The capacity for recognizing our own feeling and these for motivating ourselves for managing emotions well in ourselves and in our relationship".

Intelligence is a behavior determining attribute. It is an inference drawn from the behavior. IQ testing was first coined by Alfred Binet and his colleague Theodore Simon. The two researchers together created the Stanford-Binet IQ testing in 1905 aiming to identify students who could benefit from extra help in school. Wilhelm Stern."Mental Age/Chronological Age = Lewis Terman later multiplied the Mental Quotient by 100 to remove the fraction and the Intelligence Quotient (IQ) was born. Mental Age/Chronological Age X 100= Intelligence Quotient.

**According to Wechsler (1939)**-"Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment".

Social intelligence is the capacity to effectively negotiate complex social relationships and environments. In the 1920's Edward Thorndike wrote about multiple intelligences. Daniel Goleman has spearheaded much of the social intelligence research and application in his book "Social Intelligence: The New Science of Social Relationships". Research has indeed confirmed that social skills moderate the effects of personality traits (conscientiousness) on job performance (Witt & Ferris, 2003).

**According to Thorndike (1920)** - social intelligence as "the ability to understand and manage men and women, boys and girls – to act wisely in human relations"

Hopkins and Bilimoria (2008) in their study found that there were no significant differences between male and female leaders in their demonstration of emotional and social intelligence competencies. Cavallo and Brienza (2002) found that most studies on emotional intelligence did not find differences in terms of gender. Only in recent years have there been various publications on the impact of emotional intelligence on college students (Bellack, 1999; Elder, 1997; Jaeger, 2003, Liptak, 2005; Ramos-Sanchez & Nichols, 2007), including doctoral studies (Feldman, 2003; Holt, 2007; Vela, 2004, Walker, 2006; Westphal, 2007), showing a positive correlation between academic success and higher emotional intelligence. (La Civita, 2003). According to an often-cited definition, collective intelligence is a form of universal, distributed intelligence, which arises from the collaboration and competition of many individuals (Levy 1997 Human intelligence resulted in part from evolutionary pressures to navigate in social situations to one's own benefit (Geary 2005). Tanakinci and Yildirim (2010) investigated the impact of Social Intelligence on academic achievement of students attending school of vocational studies. A weak positive relationship was revealed between Social Intelligence and academic achievement of students. Weis and Süb (2007) showed that social understanding and social knowledge were separate constructs of social intelligence.

### **Main Objects of study**

- To find out Emotional intelligence between boys and girls
- To find out intelligence quotient between boys and girls
- To find out Social intelligence between boys and girls
- To find out Emotional intelligence between art and science
- To find out intelligence quotient between art and science
- To find out social intelligence between art and science

### **Hypothesis**

- H.1-** There will be significant differences in between boys' and girls' Emotional Intelligence.
- H.2-** There will be significant differences in between boys' and girls' Intelligence Quotient.
- H.3-** There will be significant differences in between boys' and girls' Social Intelligence.
- H.4-** There will be significant differences in between art's and science's Emotional Intelligence.
- H.5-** There will be significant differences in between art's and science's Intelligence Quotient.
- H.6-** There will be significant differences in between art and science's Social Intelligence.

### **METHODS**

The survey research method is used in this study. Survey research studies on emotional intelligence, intelligence quotient and social intelligence by studying sample chosen from gender (boys & girls) and stream (arts & science) variables.

**"Methodology is the science of methods or principles of procedure" (Good, 1945).**

### **Type of Research and Design**

It is an exploratory study using two way (2x2) ANOVA design. There are two IV's (Gender & Stream) and three DV's (Emotional intelligence, intelligence quotient & social intelligence).

### **Sample**

The sample consist 100 undergraduate college students of N.M.V. Lalitpur city (U.P.) The sample was divided into two groups on the basis of Art and Science. Each of the two group consisted of an equal number of boys and girls respondents. Results are 2x2 groups of respondents. Each of these four group consisted of 25 respondents.

### **Criteria of Sample Selection**

Only those young respondents were included in the samples who were studying in under graduation of 16-23 years unmarried having an urban residence and without any major diagnosed chronic physical or mental illness.

### **Instructions**

To make the subject acquainted with testing paper of emotional intelligence and intelligence quotient and asking for right response that they feel in their daily life style.

In **Emotional Intelligence Inventory (EII)** test paper, as you can see it is a test booklet and an answered sheet. This question is related our daily life, which you experience in your daily life. In test paper, the question are related Emotional Intelligence. It has two answer were **Yes** or **No**, you give right answer which is suitable with you. There is not any one answer were right or wrong.

In **Test of General Intelligence (TGI)** test paper, as you see it includes six distinct abilities, each distinct ability has 10 questions. You give limited time of 24 minute for 60 questions. It has logical question.

In **Social Intelligence Scale (SIS)** test paper, there are some questions regarded the way in which we behave, feel and act. We want your first response. Please try to make your best possible answer honestly and sincerely. Read and understand each question properly and then put your mark on any cell against every question on answer-sheet by making the sign of cross (×). Please do not omit any question. Your answer will be kept strictly confidential. We need your full co-operation.

#### **Procedure**

For recording subject's responses on **SIS Test paper** (social intelligence scale) it has eight categories and 66 questions. They were given **EQ EII Test (Emotional Intelligence Inventory)** it has four categories and it has 100 questions 25 in each categories and the second test **IQ TGI ( Test of General Intelligence)** it has six categories and sixteen question, 10 in each categories.

#### **Data Collection**

For collecting the data testing were conducted. A verbal consent was taken from the subjects after informing them the purpose of the study. They were assured that the information they provide will be kept confidential and used only for research purpose. Thus the sample of male and female respondents aged between 16-23 was selected. They were then handed over a copy of the questionnaire to respond. They were helped if they had any difficulty regarding understanding or responding to the questionnaire items. Respondents were requested to respond honestly and to answer all the items. After they had completed the questionnaire they were thanked and the complete questionnaires were collected.

#### **Tools**

In the present study following tools are used, Emotional Intelligence Inventory (EII) by S.K. Mangul and Shubhra Mangal (2005), and Test of General Intelligence (TGI) by K. S. Misra and S. K. Pal (2005) and Social intelligence (SI) by N. K. Chadha and Usha Chadha.

## **RESULTS AND DISCUSSIONS**

As a result of Emotional intelligence, intelligence quotient and Social intelligence between gender (boys and girls) and Stream (Science and Art) is interesting topic. Here we found the impact of stream on EQ, IQ and SI with gender. A total of 100 subjects, who met the inclusion criteria constituted the sample of the present study. The sample was divided into two groups on the basis of gender: boys and girls. Each of group consisted of an equal number of subject respondents. Each group was further sub-divided into two categories on the basis stream. Each sub group consisted of 25 respondents. It also describes variation in EI, IQ & SI between stream and gender.

Analysis of variance F. test is a statistical technique used to test the significance of the difference between means of number of different group. ANOVA deals with difference between sample means and has no restrictions on the number of means.

Analysis of variance methods – suitable for balanced data – were used to validate the significance of dependencies of the Stream indicators on the EI, IQ & SI components. The level of significance is the maximum probability with which a researcher would be willing to risk the rejection of the null hypothesis, where in fact it should have been accepted (Spiegel, 1972). In practice, a level of significance of 0.05 or 0.01 is customary. If a 0.01 (1%) level of significance is selected to test the hypothesis, the researcher will be 99% confident that right decision has been made. The level of significance used in this study was that of a significance level of 0.05 as the cut-off point for rejecting the hypothesis.

#### **Descriptive Analysis**

An Analysis of variance was conducted to explore the impact of gender with stream on the evaluation of EI, IQ and Social intelligence.

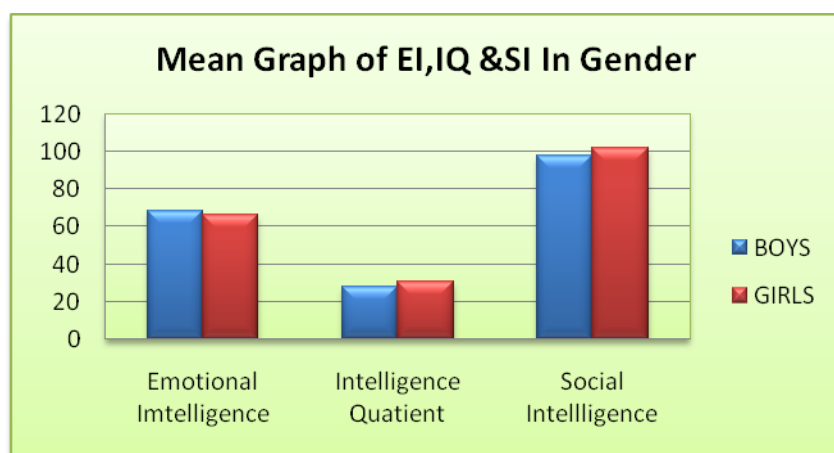
Table.1 And Graph.1 Shows the Means and SD of gender based on number of subjects. The table.1 and Graph.1 shows the mean value of EQ, IQ and SI with reference to gender. This table and graph presents the contest in which the difference between EQ, IQ and SI.

In Emotional Intelligence the mean of boys EQ is greater than girls EQ ( $B=68.06 > G=66.28$ ). This suggests that boys have capacity to control their emotion in comparison to girl's emotion. Boys have high EQ because use their emotion according to situation and they have knowledge of emotion. Their emotional intelligence is great because they have the ability to recognize their own emotions as well as the emotions of other people and understanding emotions. Boy has idea how they manage their emotions and how they manage other people's emotions. In General Intelligence the mean of boys IQ is less than girls IQ ( $B=27.78 < G=30.54$ ). According to this girls have thinking ability and capacity to solve problem in comparison to boys. Girl's general intelligence is good their mental ability in reasoning perceiving relationships and analogies, calculating, learning quickly also involved. So girls have rich IQ than boys. Their decision making, creativity action form is too good comparatively boys ability. In Social Intelligence the mean of boys SI is less than girls SI ( $B=97.72 < G=102.04$ ). This study shows that

boys are not good as girls' social knowledge. It means girls have higher social intelligence to understand society and its norms than boys. Girls have high SI because they take interest in social work, religions, relationships and environments. Girl's knowledge of social situations, social cognition social marketing is good which shows their high social intelligence. Girls have interpersonal intelligence, understanding and competence, social skills, and ability to get along with other, known as social intelligence.

**Table.1 Mean Table of EI, IQ & SI in Gender**

GENDER		EI	IQ	SI
<b>BOYS</b>	<b>Mean</b>	68.06	27.78	97.72
	<b>S.D.</b>	12.81	7.73	8.942
	<b>N</b>	50	50	50
<b>GIRLS</b>	<b>Mean</b>	66.28	30.54	102.04
	<b>S. D.</b>	11.08	6.77	6.38
	<b>N</b>	50	50	50
<b>TOTAL</b>	<b>Mean</b>	11.95	29.16	99.88
	<b>S.D.</b>	67.17	7.36	8.03
	<b>N</b>	100	100	100



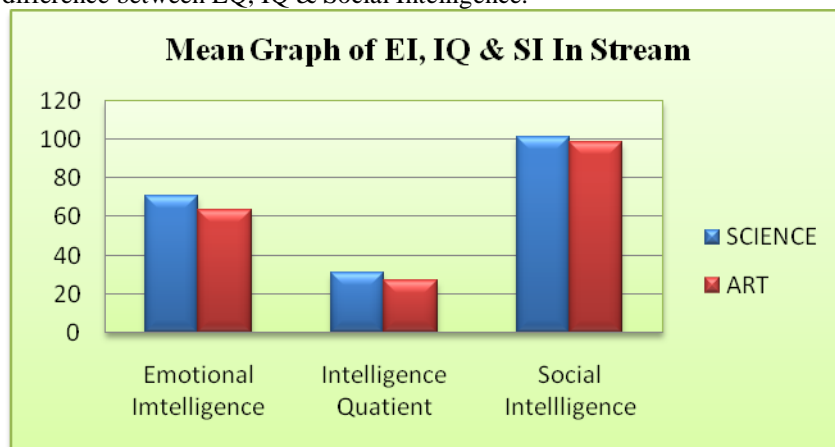
**Graph No-1 Mean Graph of EI, IQ & SI in Gender**

The mean of EQ is less than IQ ( $EQ=11.95 < IQ=29.16$ ). The mean of SI is greater than IQ ( $SI = 99.88 > IQ=29.16$ ). In this research we find boys have higher EQ & SI than IQ ( $EQ=68.060$   $SI=97.72 > IQ=27.78$ .) and girls also have high EQ & SI than IQ ( $EQ=66.28$  &  $SI=102.04 > IQ=30.54$ ). Higher level of EQ and SI of girls and boys shows a relationship between EQ and SI. High emotional intelligence related to social intelligence. Awareness of interpersonal emotion and management of interpersonal emotion is ability of EI and it develops social intelligence. When person have knowledge of own and other emotion they can make good relation, understanding of social skills in society and it always help to know feeling of men and women in society

**Table.2 Mean Table of EI, IQ & SI in Stream**

STREAM		EI	IQ	SI
<b>SCIENCE</b>	<b>Mean</b>	70.74	31.24	101.42
	<b>S.D.</b>	11.23	6.69	6.97
	<b>N</b>	50	50	50
<b>ART</b>	<b>Mean</b>	63.60	27.08	98.34
	<b>S. D.</b>	11.68	7.47	8.76
	<b>N</b>	50	50	50
<b>TOTAL</b>	<b>Mean</b>	11.95	29.16	99.88
	<b>S.D.</b>	67.17	7.36	8.03
	<b>N</b>	100	100	100

Table.2 and Graph.2 shows the Means and SD of stream based on number of subjects. The table.2 and graph.2 shows the mean value of EQ and IQ with reference to stream. This table and graph presents the contest in which the difference between EQ, IQ & Social Intelligence.



**Graph No. 2 Mean Graph of EI, IQ & SI in Stream**

In Emotional Intelligence the mean of science EQ is greater than arts EQ ( $S=70.740 > A=63.60$ ). The mean score of science students is more than art students. This shows that they tend to show better control over and knowledge of emotions as compared to art students. Science students tend to be more confident and show better emotional behavior than art students.. In General Intelligence the mean of science IQ is greater than arts IQ ( $S=31.24 < A=27.08$ ).

According to this science student have thinking ability and capacity to solve problem in comparison to arts students. Science students are more practical than art student. In Social Intelligence the mean of science SI is greater than arts SI ( $S=101.42 < A=98.34$ ). This study shows that science student are higher than arts student social knowledge. It means science student have higher social intelligence to understand society and its norms art student boys. Science students do measure of social situation and act according to need of social conditions which make them social intelligence.

The mean of EQ is less than IQ ( $EQ=67.17 < IQ=29.16$ ). The mean of SI is greater than IQ ( $SI=99.88 > IQ=29.16$ ). In this research we find science have higher EQ & SI than IQ ( $EQ=70.74 & SI=101.42 > IQ=31.24$ ) and arts also have high EQ & SI than IQ ( $EQ=63.60 & SI=98.34 > IQ=27.08$ ).

**Table. 3 ANOVA table of EI, IQ & SI in Gender**

	Sum of squares	Df	Means Squares	F	Sign.
<b>Emotional Intelligence Total Gender</b>	79.21	1			
Between Groups	14064.90	98	79.21	.552	.459
Within Groups	14144.11	99	143.51		
Total (combined)					
<b>General Intelligence Total Gender</b>	190.44	1			
Between Groups	5177.00	98	190.44	3.60	.061
Within Groups	367.44	99	52.82		
Total (combined)					
<b>Social Intelligence Total Gender</b>	466.56	1			
Between Groups	5918.00	98	466.56	7.72	.007
Within Groups	6384.56	99	60.38		
Total (combined)					

Table.3 shows the effect of gender on EQ, these are not significant difference in EQ. The mean of boys and girls on EQ (mean= (B) 68.06 and (G) 66.28). The interaction effect between boys and girls is not found significant at 0.05 level ( $F=.552$ ). This suggests that boys have more emotional intelligence than girls. It suggests that boys can control their emotion better than girls. The main effect of gender on IQ is not significant. On the basis of gender, there are no significant difference in IQ. The mean of boys and girls on IQ (mean= (B) 27.78 (G) 30.54). The interaction effect between boys and girls is not found significant at 0.05 level ( $F=3.60$ ). This suggests that girls have more intelligence quotient than boys. The main effect of gender on SI is significant. On the basis of gender, there are significant difference in SI. The mean of boys and girls on SI mean = (B) 97.72 (G) 102.04. The following conclusion has been reached in respect of There is conclusive evidence in the study to show that the boys and girls do differ significantly in their social intelligence. The interaction effect between boys and girls is found significant at 0.05 level ( $F=7.72$ ). This suggests that girls have more Social intelligence than boys. On this study we can say that girls are highly social comparatively boys.

**Table. 4 ANOVA table of EI, IQ & SI in Stream (science & art)**

	Sum of squares	Df	Means Squares	F	Sign.
<b>Emotional Intelligence Total Stream</b>	1274.49	1			
Between Groups	12869.62	98	1274.49	9.70	.002
Within Groups	14144.11	99	131.32		
Total(combined)					
<b>General Intelligence Total Stream</b>	432.64	1			
Between Groups	4934.80	98	432.64	8.59	.004
Within Groups	5367.44	99	50.35		
Total(combined)					
<b>Social Intelligence Total Stream</b>	237.16	1			
Between Groups	6147.40	98	237.16	3.78	.055
Within Groups	6384.56	99	62.72		
Total(combined)					

Table.4 shows the effect of stream on EQ is significant. On the basis of stream these are significant difference in EQ. The mean of boys and girls on EQ (mean= (S) 70.74 and (A) 63.60). The interaction effect between boys and girls is found significant at 0.05 level ( $F=9.70$ ). This suggests that science student have more emotional intelligence than art students. It suggests that science student can control their emotion better than art students. The main effect of stream on IQ is significant. On the basis of stream, there is significant difference in IQ. The mean of science student and art student on IQ (mean= (S) 31.24 (A) 27.08). The interaction effect between boys and girls is found significant at 0.05 level ( $F=8.59$ ). This suggests that science have more intelligence quotient than art student. On this study we can say that science students have good capacity to solve problem in comparison to art student. The main effect of stream on SI is not significant. On the basis of stream no there is significant difference in SI. The mean of boys and girls on SI mean= (S) 101.42 (A) 98.34). The interaction effect between boys and girls is found significant at 0.05 level ( $F=3.78$ ). This suggests that science student have more Social intelligence than art student. On this study we can say that science students are highly social comparatively art students.

The present study was designed to center Emotional Intelligence, Intelligence Quotient and Social Intelligence by effect of gender and stream. Study made an attempt to identify gender (boys & girls) and stream (science & art).

#### **H.1-There will be significant differences in between boys and girls Emotional Intelligence**

In Table No.3 There are not significant differences in between boys and girls Emotional Intelligence at 0.05 level ( $F=.552$ ). Thus boys have more Emotional Intelligence than girls but there are no significant difference found in boy and girls' Emotional Intelligence. On the basis of this study we can say boys are capable to control their emotion comparatively girls. Thus, we can say that on the basis of gender, boys and girls have equal Emotional Intelligence level.

#### **H.2-There will be significant differences in between boys and girls Intelligence Quotient**

In Table No. 3 There are not significant differences in between boys and girls Intelligence Quotient at 0.05 level ( $F=3.60$ ). Thus girls have more Intelligence Quotient than boys. On the basis of this study we can say girls have more Intelligence Quotient than boys but there are no significant difference found in boy and girls' Intelligence Quotient. Thus, we can say that on the basis of gender, boys and girls have equal Intelligence Quotient level.

### **H.3-There will be significant differences in between boys and girls Social Intelligence**

In Table No.3 here are significant differences in between boys and girls Social Intelligence at 0.05 level ( $F=7.72$ ). Thus girls have more Social Intelligence than boys. On the basis of this study we can say girls are more social and have more social skills and knowledge comparatively boys but there are significant difference found in boy and girls' Social Intelligence.

### **H.4- There will be significant differences in between Science and Arts Emotional Intelligence**

In Table No.4 There are significant differences in between boys and girls Emotional Intelligence at 0.05 level ( $F=9.70$ ). Thus science's student have more Emotional Intelligence than art's students. On the basis of this study we can say science's students are capable to control their emotion comparatively art's students, but there are significant difference found in science and art's Emotional Intelligence.

### **H.5-There will be significant differences in between Science and Arts Intelligence Quotient**

In Table No.4 there are significant differences in between science's and art's Intelligence Quotient at 0.05 level ( $F=8.59$ ). Thus science's have more Intelligence Quotient than art's. Thus boys have more Intelligence Quotient than girls but there are significant difference found in boy and girls' Intelligence Quotient.

### **H.6-There will be significant differences in between Science and Arts Social Intelligence**

In Table No.4 there are not significant differences in between science's and art's Social Intelligence at 0.05 level ( $F=3.78$ ). Thus science students have more Social Intelligence than art student. On the basis of this study we can say science students are more social and have more social skills and knowledge comparatively art students but there are no significant difference found in boy and girls' Social Intelligence.

## **CONCLUSION**

On the basis of present study it can be concluded that girls have more IQ and SI in TGI. & SIS, The boys are more Emotional Intelligence in EII. On the bases of stream science have higher EI, IQ & SI in EII, TGI & SIS than arts. The girls and boys do not differ significantly in EII & TGI, but significant difference in SIS. The study also concluded that college students are not found significantly with gender emotional intelligence and intelligence quotient. Social intelligence in gender is significant. Stream does significantly differ in Emotional intelligence (EII) and Intelligence Quotient (TGI). SI is not significant (SIS).

In final conclusion we can say Emotional Intelligence of boys is great to girl's Emotional Intelligence but the level of IQ and SI of girls is good to boys IQ and SI. In stream science students' EQ, IQ and SI is high than art students. High level of EQ help students to make their relation good and they can understand their feelings and other emotion also. And IQ helps them to solve their problem easily. SI plays a role to know social skill which are important for every students and others.

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