



RESEARCH ARTICLE

IMPORTANCE OF EMOTIONAL INTELLIGENCE AMONGST POST GRADUATE MEDICAL STUDENTS
AT TERTIARY CARE TEACHING INSTITUTE IN CENTRAL INDIA NAGPUR

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ARTICLE INFO

Article History:

Received 23rd December, 2017
Received in revised form
22nd January, 2018
Accepted 04th February, 2018
Published online 30th March, 2018

Key words:

Emotional Intelligence, soft skills
development, counselling and self-
awareness.

ABSTRACT

The aim of the present study is to explore the relationship of emotional intelligence and job satisfaction in post graduate medical students from NKPSIMS and Lata Mangeshkar Hospital. Post graduate medical students tend to become over stressed by pressure of training schedule, studying and dealing with daily life changes in hospital. At these times they are very prone to become emotionally distraught. Irritable, difficulty handling anger followed by frequent anger outbursts, mood swings and declining grades is all signs of emotional disturbance of students under stress. Sample for the study include 120 Post Graduate Medical Students (55 male, and 65 female) between the age group 22 to 35 years, NKPSIMS and Lata Mangeshkar Hospital from central India Nagpur. The data were analysed with the help of compared “t” test, an analysis of variance showed a mean of male emotional intelligence 125.23, female 124.72, and t- value is 0.153, significant at p-value of 0.05 level Based on this study it shows that positive relationship between emotional intelligence and job satisfaction among Post graduate Medical students. Importantly, in the health care setting Post graduate medical students who are more competent in recognizing emotions, concerns and needs of patients are more successful in treating them. Strongly Emotional intelligence (Social Skills) doctors recognizing and understanding patient’s emotions.

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Citation: Anjali Edbor and Dr. Pankaj Singh, 2018. “Importance of emotional intelligence amongst post graduate medical students at tertiary care teaching institute in central india nagpur”, *International Journal of Current Research*, 10, (03), 67239-67244.

INTRODUCTION

Emotional intelligence can be defined as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and behaviour. Emotional intelligence also reflects abilities to join intelligence, empathy and emotions to enhance thought and understanding of interpersonal dynamics. However, substantial disagreement exists regarding the definition of EI, with respect to both terminology and operationalizations. Emotional intelligence (EI) or emotional quotient (EQ) is the capacity of individuals to recognize their own, and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behaviour (EQ or EI) is a term created by two researchers – Peter Salovey and John Mayer- and popularized by Daniel Goleman in his 1996 book of the same name.

- Recognize, understanding and manage our own emotions.
- Recognize, understanding and influence the emotions of others.

Studies have shown that people with high EI have greater mental health, job performance, and leadership skills although no causal relationships have been shown and such findings are likely to be attributable to general intelligence and specific personality traits rather than emotional intelligence as a construct. For example, Goleman indicated that EI accounted for 67% of the abilities deemed necessary for superior performance in leaders, and mattered twice as much as technical expertise or IQ. Many studies suggest that there may be a greater preoccupation with ‘negative’ than ‘positive’ emotions and that there are many internal and external factors that combine to create a negative emotion. Following factors or situations had evoked strong emotions-

Tension: The tension between managing work (Hospital) and home life.

Work- overload: An unrealistic balance work tasks and time to complete them.

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Support group: From 'well supported' by co-workers, professors, hospital management, friends and family, or left out in the cold.

Under skilled: Feeling overwhelmed with new skills demands (often people skills) Delegation – Sharing work tasks with others who often have different needs, agendas, priorities and pace of work.

Empathy: empathy can show a deep respect for co-workers and patients show that you care, as opposed to just going by rules and regulations. An empathic leadership style can make everyone feel like a team and increase productivity, morale and loyalty. Empathy is a powerful tool in the leadership belt of a well-liked and respected executive.

Communication

Communication is about more than just exchanging information. It's about understanding the emotion and intentions behind the information. Effective communication is also a two-way street. It's not only how you convey a message so that it is received and understood by someone in exactly the way you intended, it's also how you listen to gain the full meaning of what's being said and to make the other person feel heard and understood. Communication skills that enable you to effectively connect with others, build trust and respect, and feel heard and understood.

- Stress and out-of-control emotion.
- Lack of focus.
- Inconsistent body language
- Negative body language.

Many post graduates studying in a medical college are stressed because students not only have to face enormous pressure to attain good grades but also deal with death and sufferings. Estimated prevalence of emotional disturbance due to stress in medical students is found to be quite high. Perceiving and managing emotions is fundamental to post graduate medical students must navigate their own emotions as well as the emotions of patients and other team members, often in high-tension and charged situations, in order to succeed as effective practitioners. Patient Care, Professionalism, Systems-based Practice, Interpersonal and Communication Skills, Medical Knowledge, and Practice-based Learning and Improvement—that trainees are expected to attain by the conclusion of residency. Intuitively, emotional intelligence is applicable to interpersonal skills and communication. However, too much psychological stress causes problems. Previous studies have reported that a significant percentage of medical students suffer anxiety disorders because stress has a strong relationship to emotional and behavioural problems. Feelings of disappointment working, academically, relationship, behaviour and communication are most prevalent in those post graduate medical students, who have low emotional intelligence. Emotional intelligence appears to play a significant role in key organization outcomes including stress and job satisfaction (Daus and Ashkanasy, 2005). Moreover, it is proposed that emotional intelligence has a protective effect regarding occupational stress (Mikolajczak, Menil and Luminet, 2007). The major emotional issues that have been observed include the inability to feel reasonably happy, loss of sleep, over-worry, constantly feeling under strain, feeling unhappy and depressed, inability to concentrate, inability to enjoy

normal activities, losing confidence in one's self, inability to overcome difficulties, inability to face up to problems, inability to make decisions, inability to play a useful part in things, and believing oneself to be worthless. Emotional intelligence concerns people's self-perceptions of their own emotional abilities and skills, personality characteristics and behavioural dispositions that influence their ability to cope successfully with environmental demands and pressure (Petrides, 2011). Research evidence has shown that emotional intelligence is related, directly or indirectly, to better adjustment or success in academic, personal, social or occupational setting (Zeidner, Matthews and Roberts, 2006). Individually person can cope better with life changes and control their emotions more efficiently with emotional intelligence.

Everywhere rules for work are changing. Ones are being judged by not just how smart ones are but also by how well ones handle each other and ourselves. Our each and every performance is systematically controlled by emotions; this is the essential premise of EI (Emotional Intelligence). To be successful requires effective awareness, control and management of one's own emotions and those of other people. This is having very much relevance in service industry, especially in health care sector.

The aim of the present study

The aim of the present study is to explore the relationship of emotional intelligence and job satisfaction in post graduate medical students from NKPSIMS and Lata Mangeshkar Hospital. Post graduate medical students tend to become over stressed by pressure of training schedule, studying and dealing with daily life changes in hospital. At these times they are very prone to become emotionally distraught. Irritable, difficulty handling anger followed by frequent anger outbursts, mood swings and declining grades is all signs of emotional disturbance of students under stress.

MATERIAL AND METHODS

- Place of Study: This study was conducted at central India Nagpur (Maharashtra)
- Period of Study: June 2018 to December 2018 (6Months)

Inclusion Category: Post graduate Medical students (Male and Female) (Age group 22 to 35 years)

Exclusion: Post graduate Medical students (Male and Female) from NKPSIMS and LataMangeshkar Hospital central India Nagpur.

Study Design: Cross sectional study (Questionnaire based)

Participants: The sample of the present study post graduate Medical students (Male and Female) from NKPSIMS and LataMangeshkar Hospital central India Nagpur. (N=148)

Tools

Emotional Intelligence Scale (EIS)

Anukool Hyde (Indore), SanjyorPethe (Ahmedabad), and UpinderDhar (Indore), Vedant Publication, bajaj house, flat no.

B-4,2pyagpur house, birbalsahanimarg, Lucknow-226007, was used to assess Emotional Intelligence factors post graduate Medical students (Male and Female),

Under ten different categories

Areas

- Self-awareness
- Self-motivation
- Managing relations
- Self-development
- Commitment
- Empathy
- Emotional stability
- Integrity
- Value orientation
- Altruistic behaviour

Procedure of data collection

In order to study the relationship between emotional intelligence and personality, data were collected Post graduate Medical students (Age group 23 to 35 yrs.), from NKPSIMS and LataMangeshkar Hospital medical institution from central India Nagpur. The “Emotional Intelligence” questionnaires were supplied. A participant information sheet outlining the research and explaining its purpose was attached to each set of questionnaire. The questionnaires were arranged randomly in a set. The completed questionnaires were collected. It took about 25-30 min to respond on the entire above tool.

Statistical Analysis

The obtained data was statistically analyzed by applying descriptive (Mean, Standard Deviation, t-value) of significance of mean differences in term of various variable. We have entered all data and further Statistical Analysis was done with the help of IBM- SPSS-25 software.

Ethical Statement

Ethical clearance was obtained from an ethical review board NKPSIMS and LataMangeshkar Hospital. The case file information was de-identified during data collection and was coded.

RESULTS

Concerning total score of the emotional intelligence the study Post graduate Medical students male Mean 125.23, and female Mean 124.72, and t – value is 0.153, not significant at 0.05 level (See table no.1:1), both gender shows positive emotional intelligence. Emotional intelligence has attracted increasing attention over the past decade in both academic and personality. Many studies support that positive emotional intelligence on the success of the individual, people needs to develop and acquire skills for managing other and emotional intelligence which have role in the creation of effective personality. Table no. 1:2, self-awareness, its includes how you reflect on your experience and performances. It can also give strength to cope with stress and pressure, when ones can do about it to make life more comfortable. In our study of emotional intelligence (self-awareness) 52 (94%) male, and 63 (97%) female have scored high and 3 (5%) male, 2 (%) female have scored average, scores clearly show that nurse’s self-awareness skills are strong, according to Bar-On (2000, p. 2) and trait-based emotional intelligence, “people who are emotionally and socially intelligent are able to understand and express themselves, to understand and relate well to others, and to successfully cope with demands of daily life”. Adler (1975) posited that heightened self-awareness is an inherent aspect of any intercultural transition. However, it is a variable that is rarely studied. Self-awareness is the skill of being aware of and understanding your emotions as they occur and as they evolve. It is wrong to think of emotions as either positive or negative. Instead, you should think of them as appropriate or inappropriate. Frable *et al.*’s (1990) earlier work suggesting that those with concealable stigmas spend more time engaged in self-awareness than other groups, it may indicate that higher self-awareness is related to poorer psychological outcomes. An important mechanism involved in self-awareness is the process of making self-evaluations (Duval and Wicklund, 1972; Silvia and Duval, 2001). For example, anger is usually associated with being a negative emotion. However, it can be a completely reasonable and appropriate emotion in certain circumstances – emotional intelligence allows us to recognise our anger and understand why this emotion has occurred.

Table 1. Means and SD of post graduate Medical students male and female along with their statistical significance of difference between means

Sino	Areas	n	Mean	SD	t- Value	
1	Self- Awareness	Male(55)	16.45	10.03	0.937	Not Significant at P> 0.05
		Girls(65)	15.92	8.92		
2	Empathy	Male(55)	19.29	16.61	1.674	Not Significant at P> 0.05
		Girls(65)	18.50	14.40		
3	Motivation	Male(55)	21.4	14.57	0.317	Not Significant at P> 0.05
		Girls(65)	21.16	15.32		
4	Emotional Stability	Male(55)	15.50	10.21	0.637	Not Significant at P> 0.05
		Girls(65)	15.14	9.31		
5	Managing Relations	Male(55)	13.70	12.87	-1.110	Not Significant at P> 0.05
		Girls(65)	14.4	9.42		
6	Integrity	Male(55)	9.81	14.04	-1.215	Not Significant at P> 0.05
		Girls(65)	10.54	5.77		
7	Self- Development	Male(55)	6.47	6.66	-2.123	Significant at P< 0.05*
		Girls(65)	7.45	3.99		
8	Value – Orientation	Male(55)	7.10	4.72	-0.048	Not Significant at P> 0.05
		Girls(65)	7.12	3.07		
9	Commitment	Male(55)	8	3.29	1.129	Not Significant at P> 0.05
		Girls(65)	7.56	3.95		
10	Altruistic Behavior	Male(55)	7.47	5.92	1.287	Not Significant at P> 0.05
		Girls(65)	6.89	5.61		
11	Total Emotional Intelligence	Male(55)	125.23	393.14	0.153	Not Significant at P> 0.05
		Girls(65)	124.72	245.97		

*P<0.05, SD: standard deviation

Table 2. High, Average and Low Emotional intelligence Percentage in Self – Awareness

1:2- Self-awareness	Total		High Emotional Intelligence		Average Emotional Intelligence		Low Emotional Intelligence	
	Male	Female	Male	Female	Male	Female	Male	Female
Strong self-awareness affect on emotional stability	55	65	52 (94%)	63 (97%)	3 (5%)	2 (3%)	0	0
self- motivation	55	65	51 (93%)	59 (91%)	4 (7%)	6 (9%)	0	0
self-development	55	65	47 (85%)	53 (81%)	8 (14%)	12 (18%)	0	0
value-orientation	55	65	41 (74%)	57 (88%)	13 (24%)	2 (3%)	1 (2%)	6 (9%)
Commitment	55	65	45 (82%)	52 (80%)	10 (19%)	13 (20%)	0	0
	55	65	47 (85%)	62 (95%)	8 (14%)	3 (5%)	0	0

Table 3. High, Average and Low Emotional intelligence Percentage in Self-development

1:3- Self-development	Total		High Emotional Intelligence		Average Emotional Intelligence		Low Emotional Intelligence	
	Male	Female	Male	Female	Male	Female	Male	Female
Strong Self-development affect on self- motivation	55	65	41 (74%)	57 (88%)	13 (24%)	2 (3%)	1 (2%)	6 (9%)
value-orientation	55	65	47 (85%)	53 (81%)	8 (14%)	12 (18%)	0	0
Commitment	55	65	45 (82%)	52 (80%)	10 (19%)	13 (20%)	0	0
Altruistic behaviour	55	65	47 (85%)	62 (95%)	8 (14%)	3 (5%)	0	0
Self- Motivation	55	65	38 (69%)	56 (86%)	17 (31%)	9 (14%)	0	0
	55	65	47 (85%)	53 (81%)	8 (14%)	12 (18%)	0	0

Table 4. High, Average and Low Emotional intelligence Percentage in Altruistic Behaviour

1:4- Altruistic Behaviour	Total		High Emotional Intelligence		Average Emotional Intelligence		Low Emotional Intelligence	
	Male	Female	Male	Female	Male	Female	Male	Female
Strong Altruistic behaviour affect on Empathy	55	65	38 (69%)	56 (86%)	17 (31%)	9 (14%)	0	0
value-orientation	55	65	38 (69%)	60 (92%)	17 (25%)	5 (8%)	0	0
Managing Relations	55	65	45 (82%)	52 (80%)	10 (19%)	13 (20%)	0	0
Commitment	55	65	38 (69%)	57 (88%)	17 (31%)	8 (12%)	0	0
	55	65	47 (85%)	62 (95%)	8 (14%)	3 (5%)	0	0

Effective self-assessment of feelings and emotions will help to improve your confidence and self-esteem. Table no.1:3, self-development this area concerns new ideas and way of doing things they even reject rules and procedures in order to try new approaches. They understand where they need to improve their performance and are able to overcome obstacles to change. In our study Emotional intelligence (Self-development) 41 (74%) male, 57 (88%) female have scored high, 13 (24%) male, 2 (3%) female have scored average range and 1 (2%) male, 6 (9%) female have scored low range, scores clearly show that nurse's self-development skills are strong. According to Bandura (1977) self-regulation is use of self-dependent, self-control and self-guided abilities and capabilities.

Strong self-awareness affect on

- Self- motivation- 47 (85%) male, 53 (81%) girls, scored high
- Value-orientation- 45 (82%) male, 52 (80%) girls scored high
- Commitment - 47 (85%) male, 62 (95%) girls scored high
- Altruistic behaviour- 38 (69%) male, 56 (86%) girls scored high, and
- self- motivation 47 (85%) male, 53 (81%) girls, scored high

Maes and Karoly conceptualise self-regulation in terms of a triadic process by which individuals bring their influence to bear on their health habits. In their goal-guidance model, goal adoption sets the stage for self-directed change;

implementation strategies convert goals into productive actions; and maintenance strategies help to sustain achieved behavioral changes. Emotions are important pieces of information that tell us about ourselves and others but in the face of stress that takes us out of our comfort zone, ones can become overwhelmed and lose control of ourselves. With the ability to manage stress, and stay emotionally present ones can learn to receive disturbing pieces of information without letting this information override your thoughts and self-control. According to (Cherniss, 2002) emotional intelligence as ability to understand and express emotions, use of emotions and managing them. Table no.1:4, Altruistic behaviour, this skill is concerned with personal relationship of any description, whether it is a long or short term interaction with someone. People with positive personality they generally enjoy social occasions, working together in group/ team and effective and skilled communicators and strong social skills. In our study Emotional intelligence (Altruistic behaviour) 38 (69%) male, 56 (86%) female have scored high and 13 (24%) male, 2 (3%) female have scored average range scores, clearly show that post graduate Medical students altruistic behaviour skills are strong, according to Salovey and Mayer, (1990) "social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them to use this information to guide one's thinking and actions".

Strong altruistic behaviour affect on

- Empathy- 38 (69%) male, 60 (92%) female scored high,
- Value-orientation- 45 (82%) male, 52 (80%) female scored high,

- Managing Relations- 51 (93%) male, 59 (91%) female, and
- Commitment - 47 (85%) male, 62 (95%) female scored high.

Motivation and Empathy

Self-motivation includes our personal drive to improve and achieve commitment to our goals, initiative, or readiness to act on opportunities, and optimism and resilience. Self-motivation and personal time management are key skills in this area. In our study Emotional intelligence (Self-Motivation) 47 (85%) male, 53 (81%) female have scored high, 6 (11%) male, 9 (14%) female have scored average range and 2 (4%) male, 3 (5%) female have scored low range, scores clearly show that Post graduate Medical students Self-Motivation skills are strong. Motivated leaders and employees have a strong desire to achieve. They are optimistic, can easily move past failure and frustration, and they are committed to the success of the organization. They are willing to defer immediate results for long-term success. As a result, they are inspiring and motivating to others.

Empathy is an awareness of the needs and feelings of others both individually and in groups, and being able to see things from the point of view of others

In our study Emotional intelligence (Empathy) 50 (91%) male, 56 (86%) female have scored high, and 5 (9%) male, 9 (14%) female have scored average range, scores clearly show that Post graduate Medical students Self-Motivation skills are strong. Empathy and interpersonal skills play a special role, but also the participation in exchanging emotional messages, often at imperceptible levels (subliminal) – with a power of contagion and increased influence leading to “synchronicity of feelings”. This emotional contagion allows groups to organize, the negotiation of solutions, setting of multiple personal connections, determining the causes of negative feelings and personal anxiety, self-motivation and motivating others etc. Pescosolido (2002) argues that group members who have greater empathic capacities have a higher chance to emerge as informal leaders in working groups. Goleman, Boyatzis and McKee argue that empathy is the fundamental power of social consciousness, of social efficiency in daily work. They define empathy as “feeling the emotions of others, understanding their perspectives and active communication and in their areas of concern” and argue that empathy means to transform people’s beliefs that work with the leader into sincere appreciation and then to take smart decisions that transform belief in response, and, most importantly, that empathy makes resonance possible; leaders who are deprived of this empathic ability act only in ways that give rise to dissonance.

Conclusion

Present study observed that the emotional intelligence of postgraduate students male Mean 125.23, and female Mean 124.72, and t – value is 0.153, not significant at 0.05 level (See table no.1:1), both gender shows positive emotional intelligence. Positive affect not only acts as a reservoir of energy and fosters motivation, but it also facilitates psychological engagement to attain the task (Grant and Berry, 2011). This study shows that, male and female Post graduate Medical students with high emotional intelligence they can manage themselves strongly, focused on career, working in a

team, strong leadership quality, more focusing and maintain family / partner relationship, academic achievement, decision-making, and work positively. According to Singh kavita (2010) findings suggest that emotional intelligence is significantly related with the personal competencies of employees and the variables of personal competency namely, people success, system success and self-success have a predictive relationship with emotional intelligence. Hence it can be concluded that, self-regulatory students are more developed and superior than other students whose learning is not self-regulatory, having less emotional intelligence (Pintrich and De Groot, 1990). Individuals having high levels emotional intelligence are likely to have more favorable outcomes than individuals with low emotional intelligence. As an individual characteristic, EI has witnessed vast attention in the workplace research (Joseph and Newman, 2010; Schlaerth, Ensari, and Christian, 2013). Higher emotional intelligence has been found to show linkage with different outcomes such as performance (Carmeli, 2003), subjective well-being (Sánchez-Álvarez, Extremera, and Fernández-Berrocal, 2016), job satisfaction (Jordan and Troth, 2011) and organizational citizenship behavior (Carmeli and Josman, 2006). Present Study of Emotional intelligence focuses upon basic human skills inside our being, on the ability to control our feelings and inner potential to develop a positive interaction. The outcome of this study indicates positive relationship between emotional intelligence and job satisfaction among Post graduate Medical students. Importantly, in the health care setting of post graduate Medical students who are more competent in recognizing emotions, concerns and needs of patients are more successful in treating them. Strongly Emotional intelligence (Social Skills) doctors recognizing and understanding patient’s emotions.

Take Home Message

- Organizations can use this knowledge to their advantage. By encouraging Emotional intelligence, they can enhance the desirable role behaviour in the employees of their organization.
- Focus and create more activities that contribute to the promotion and spread of emotional intelligence among Post graduate Medical students and employees.
- Help Post graduate Medical students and employees to increase their emotional intelligence to increase their productivity

Limitations and Scope for future research

- Purposive sampling methods
- Areas based research

Future research is required to further delineate and characterize the prevalence, frequency, and psychosocial correlates related to the emotional intelligence and job satisfaction among Post graduate Medical students. Future prospect study should be developed in cooperating large sample size and mass study with appropriate methodology to capture the frequency and prevalence of emotional intelligence and job satisfaction in Post graduate Medical students.

Financial Support and Sponsorship: Nil

Conflict of Interest: The authors declare that they have no conflict of interest.

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