

Personality Type And Emotional Intelligence Among Teacher Educators In Colleges Of Education

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ABSTRACT

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The present study investigates the relationship among personality type and emotional intelligence. Survey method is used to select a sample of 434 teacher educators in colleges of education. Eysenck Personality Questionnaire is used to assess personality type and Emotional Intelligence Scale (Hydes and others, 2002) is used to assess Emotional Intelligence of teacher educators in different colleges of education. The results of the statistical analyses show a significant correlation between personality type and emotional intelligence among teacher educators in colleges of education. A significant difference is found in personality type and emotional intelligence of teacher educators in different colleges of education

Key Words : *Personality Type and Emotional Intelligence*

1. Introduction

The present education system does not give any guarantee for a successful life. Recent findings have identified emotional intelligence as the single most factor predicting success and happiness in life. Emotional Intelligence is the sum total of five factors namely knowing one's emotions, managing emotions, motivating result, recognizing emotion in others and handling relationships (Goleman, 1995). According to Goleman (1995) intelligent quotient accounts for only about 20% of a person's success in life. The balance can be attributed to emotional intelligence. Emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships and to reason and problem-solve on the basis of them (Goleman, 1995). Social scientists are just beginning to uncover the relationship of emotional intelligence to other phenomenon, e.g., leadership (Ashforth and Humphrey, 1995), group performance, individual performance, interpersonal social exchange, managing change, and conducting performance evaluations (Goleman, 1995). According to Goleman (1995), emotional intelligence, the skills that help people harmonize, should become increasingly valued as an asset in the years to come.

Personality is the particular combination of emotional, attitudinal, and behavioral response patterns of an individual. An individual's personality is an aggregate conglomeration of decisions he or she has made throughout his or her life. There are inherent natural, genetic, and environmental factors that contribute to the development of our personality. According to process of socialization, personality also colors our values, beliefs, and expectations. Hereditary factors that contribute to personality development do so as a result of interactions with the particular social environment in which people live. There are several personality types as Katharine Cook Briggs and Isabel Briggs Myers indicated in Meyers-Briggs Type Indicator.

Emotional intelligence is the combination of mind and heart. Damage to the combination or connection or correlation or congruity between the mind and heart or more technically between cognition and emotion leaves people emotionally incompetent. Today emotional incompetence is perceived to be the major hurdle for not attaining the full potential and so the need arises to pay attention to personality type and emotional intelligence of teacher educators, who play a very important role in training teachers, the pillars of our nation.

2. Review of related Literature

Studies pertaining to personality type and emotional intelligence have been compiled and presented hereunder: The relevant literature for the research project encompasses a wide range of disciplines within the domains of teaching and in the study of professional positioning and competence.

According to Haskett (2003) study on the emotional intelligence and teaching success in higher education at the Indiana University, USA investigated the underlying emotions that differentiate the most effective faculty and others at institutions of higher education, by using a theoretical model that predicted a relationship between EQ and effective teaching. Based on the analysis it was clear that it was not only the actions/ behaviours taken by faculty that were important, but the underlying attitude (related to EQ) behind the actions that had the greatest influence on effective teaching.

Mohanasundaram (2004) conducted a study on emotional intelligence and achievement of teacher trainees at primary level at Government College of Education, Thanjavur. The study revealed that men and women teacher trainees did not differ in their EI. There was significant but low positive correlation between emotional intelligence and overall academic achievement of the teacher trainees. The teacher trainees of co-educational institutions were at a higher level, than

that of other types in their EI. There was significant but low positive correlation between EI and achievement in educational science subjects.

Liang (2007) investigated the relationship between personality type and emotional intelligence in a sample of college and university faculties in Taiwan at the Texas A & M University – Kingsville, USA and found that higher education institutions have been searching for ways to enhance the effectiveness of students and faculties to address the problems and challenges of recruitment, retention, and quality issues for faculties and students for which emotional intelligence skills played a major role.

3. Statement of the Problem

This study on personality type and emotional intelligence among teacher educators in different colleges of education has its primary objective to assess the personality type and its relationship to emotional intelligence. Specifically, the study was organized around the following questions:

- (i) Are the variables, personality type and emotional intelligence significantly correlated between them?
- (ii) Do the teacher educators in different systems of education, namely, government, government-aided and self-financing colleges of education differ in their personality type and emotional intelligence?

Based on the review of related literature and the research questions, the study is undertaken keeping the following objectives in mind:

- (i) To investigate the possible relationship between personality type and emotional intelligence among teacher educators in the different colleges of education;
- (ii) To investigate the possible differences between personality type and emotional intelligence among teacher educators in different colleges of education and
- (iii) To investigate the possible differences between personality type and emotional intelligence among male and female teacher educators in government, government-aided and self-financing colleges of education.

4. Hypothesis Formulated

Based on the objectives and review of literature, the following hypotheses have been formulated:

- (i) There is a significant relationship between personality type and emotional intelligence among teacher educators in the different colleges of education;
- (ii) There is no significant difference between personality type and emotional intelligence among teacher educators in different colleges of education and
- (iii) There is no significant difference between personality type and emotional intelligence among male and female teacher educators in government, government-aided and self-financing colleges of education.

5. Method of Investigation

Survey method is employed in the present research to collect, analyze and interpret the data. Data collected from the selected sample was scored and subjected to statistical processing for verification of hypotheses.

5.1 Research Design

The present study deals with the analyses of the personality type and emotional intelligence among teacher educators in different colleges of education. Therefore a factorial design was chosen to be most appropriate to verify hypotheses. A factorial design is one in which more than two independent variables are juxtaposed in order to study the effect on the independent variable (Kerlinger, 1983).

5.2 Sample selected

The target population for the present study will be the teacher educators in different categories of Colleges of Education. From the target population a sample of 434 teacher educators was chosen. The chosen sample comprised of 143 teacher educators from the government, 148 teacher educators from the government-aided and 143 teacher educators from the self-financing Colleges of Education.

5.3 Tools used for the study

The research tools used for the present study to analyze the personality type and emotional intelligence are:

- (i) Eysenck Personality Inventory (Eysenck and Eysenck, 1970)
- (ii) Emotional Intelligence Scale (Hydes and others, 2002)

6. Analyses of Data

Results of the analysis of data pertaining to correlation between the select variables and comparison of male and female teacher educators in different categories of colleges of education are presented in the tables below:

6.1 Analysis of Relationship between the Select Variables among Teacher Educators in Different Colleges of Education

The table below (Table-1) presents the analysis of relationship between the select variables, personality type and emotional intelligence among the teacher educators in different colleges of education, namely, the government, government-aided and self-financing colleges of education.

Table-1: Analysis of Correlation between Personality Type and Emotional Intelligence among Teacher Educators in Different Categories of Colleges of Education

	Extraversion	Neuroticism	Psychoticism	Emotional Intelligence
Extraversion	1	-0.73**	0.96**	0.97**
Neuroticism	-	1	-0.71**	-0.71**
Psychoticism	-	-	1	0.97**
Emotional Intelligence	-	-	-	1

**Significant at 0.01 level

From the above table (Table-1) it is evident that the select variables of the present study, namely, personality type and emotional intelligence are positively correlated with each other and significant at 0.01 level.

6.2 Analysis of Variance with regard to the Select Variables among Teacher Educators in Different Colleges of Education

The analysis of variance commonly referred to by the acronym ANOVA, at its lowest level is essentially an extension of the logic of t-tests to those situations where comparison of means of three or more samples, called independent groups concurrently becomes essential.

The following set of tables (Table-2 to Table-3c) exhibits the analysis of variance among teacher educators in different colleges of education, namely, government, government-aided and self-financing colleges of education.

Table-2: Analysis of Variance of Personality Type among Teacher Educators in Different Categories of Colleges of Education

Variable	Source of Variation	df	Sum of Squares	Mean of Sum of Squares	F-ratio
Extraversion	Between groups	2	10972.68	5486.34	455.15**
	Within groups	431	5195.20	12.05	
	Total	433	16167.87	-	
Neuroticism	Between groups	2	11927.45	5963.73	770.66**
	Within groups	431	3335.29	7.74	
	Total	433	15262.74	-	
Psychoticism	Between groups	2	10253.32	5126.66	453.86**
	Within groups	431	4868.50	11.30	
	Total	433	15121.82	-	

**Significant at 0.01 level

In Table-2, for the analysis of variance, different categories of colleges of education are treated as different groups. The F-ratio for extraversion, neuroticism and psychoticism are 455.15, 770.66 and 453.86 respectively, which are significant at 0.01 level. Thus, there is a significant difference in personality type among teacher educators in different colleges of education.

In order to establish the actual degree of difference between the teacher educators belonging to different categories of colleges of education, namely, government, government-aided and self-financing colleges of education, critical ratios were worked out and the actual difference between the mean scores were established. The tables presented below (Table-2a to Table-2c) thus indicate the mean difference between the teacher educators in different categories of colleges of education.

Table-2a: Statistical Analysis of Means of Personality Type among Teacher Educators in Government and Government-aided Colleges of Education

Variable	Groups	Sample Size	Mean	SD	SEM	SED	CR
Extraversion	Government	143	18.38	2.40	0.20	0.47	17.06**
	Government-aided	148	10.29	5.16	0.42		
Neuroticism	Government	143	5.79	0.88	0.07	0.38	27.76**
	Government-aided	148	16.25	4.42	0.36		
Psychoticism	Government	143	16.33	2.45	0.21	0.47	15.61**
	Government-aided	148	9.05	5.03	0.41		

**Significant at 0.01 level

SD-Standard Deviation

SEM-Standard Error of Mean

SED-Standard Error of Difference

CR-Critical Ratio

In Table-2a the critical ratio values for extraversion, neuroticism and psychoticism of teacher educators in government and government-aided colleges of education are 17.06, 27.76 and 15.61 respectively, which are significant at 0.01 level. Thus it is evident that teacher educators in government colleges are significantly more extraverts compared to teacher educators in government-aided colleges of education.

Table-2b: Statistical Analysis of Means of Personality Type among Teacher Educators in Government and Self-financing Colleges of Education

Variable	Groups	Sample Size	Mean	SD	SEM	SED	CR
Extraversion	Government	143	18.38	2.40	0.20	0.25	48.43**

	Self-financing	143	6.22	1.81	0.15		
Neuroticism	Government	143	5.79	0.88	0.07	0.15	78.10**
	Self-financing	143	17.54	1.57	0.13		
Psychoticism	Government	143	16.33	2.45	0.21	0.24	49.77**
	Self-financing	143	4.46	1.46	0.12		

**Significant at 0.01 level

SD-Standard Deviation

SEM-Standard Error of Mean

SED-Standard Error of Difference

CR-Critical Ratio

In Table-2b the critical ratio values for extraversion, neuroticism and Psychoticism of teacher educators in government and self-financing colleges of education are 48.43, 78.10 and 49.77 respectively, which are significant at 0.01 level. Thus, it is evident that teacher educators in government colleges of education are more of extraverts compared to teacher educators in self-financing colleges of education.

Table-2c: Statistical Analysis of Means of Personality Type among Teacher Educators in Government-aided and Self-financing Colleges of Education

Variable	Groups	Sample Size	Mean	SD	SEM	SED	CR
Extraversion	Government-aided	148	10.29	5.16	0.42	0.46	8.91**
	Self-financing	143	6.22	1.81	0.15		
Neuroticism	Government-aided	148	16.25	4.42	0.36	0.39	3.30**
	Self-financing	143	17.54	1.57	0.13		
Psychoticism	Government-aided	148	9.05	5.03	0.41	0.44	10.52**
	Self-financing	143	4.46	1.46	0.12		

**Significant at 0.01 level

SD-Standard Deviation
SEM-Standard Error of Mean
SED-Standard Error of Difference
CR-Critical Ratio

In Table-2c the critical ratio values for extraversion, neuroticism and psychoticism of teacher educators in government-aided and self-financing colleges of education are 8.91, 3.30 and 10.52 respectively, which are significant at 0.01 level. Thus It is evident that teacher educators belonging to the government-aided colleges of education are more of extraverts and less of neuroticism compared to teacher educators in self-financing colleges of education.

Table-3: Analysis of Variance of Emotional Intelligence among Teacher Educators in Different Types of Colleges of Education

Source of Variation	Df	Sum of Squares	Mean of Sum of Squares	F-ratio
Between groups	2	949314.97	474657.48	433.73**
Within groups	431	471671.20	1094.37	
Total	433	1420986.17	-	

**Significant at 0.01 level

In Table-3, for the analysis of variance of emotional intelligence in different colleges of education are treated as different groups. The *F*-ratio is 433.73, which is significant at 0.01 level. Thus there is a significant difference in emotional intelligence between teacher educators in different colleges of education.

In order to establish the actual degree of difference between the teacher educators belonging to different colleges of education, namely, government, government-aided and self-financing colleges of education, critical ratios were worked out and the actual difference between the mean scores were established. The tables presented below thus indicate the mean difference between teacher educators in the different colleges of education.

Table-3a: Statistical Analysis of Means of Emotional Intelligence among Teacher Educators in Government and Government-aided Colleges of Education

Variable	Sample	Mean	SD	SEM	SED	CR
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	Size					
Government	143	157.41	19.82	1.66	4.74	14.37*
Government-aided	148	89.38	53.18	4.37		

*Significant at 0.05 level

The mean and standard deviation values of emotional intelligence of teacher educators are 157.41 and 19.82 respectively for government and 89.38 and 53.18 respectively for government-aided colleges of education. The critical value is 14.37, significant at 0.05 level. Thus teacher educators in government colleges of education are better in their emotional intelligence when compared to teacher educators in government-aided colleges of education.

Table-3b: Statistical Analysis of Means of Emotional Intelligence among Teacher Educators in Government and Self-financing Colleges of Education

Variable	Sample Size	Mean	SD	SEM	SED	CR
Government	143	157.41	19.82	1.66	1.66	68.96**
Self-financing	143	42.87	1.25	0.10		

**Significant at 0.01 level

The mean and standard deviation values of emotional intelligence teacher educators are 157.41 and 19.82 respectively for government and 42.87 and 1.25 respectively for self-financing colleges of education. The critical ratio value in 68.96, significant at 0.01 level. Thus the teacher educators in government colleges of education are better in their emotional intelligence when compared to the teacher educators in self-financing colleges of education.

Table-3c: Statistical Analysis of Means of Emotional Intelligence among Teacher Educators in Government-aided and Self-financing Colleges of Education

Variable	Sample Size	Mean	SD	SEM	SED	CR
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Government-aided	148	89.38	53.18	4.37	4.45	10.46**
Self-financing	143	42.87	1.25	0.10		

**Significant at 0.01 level

The mean and standard deviation values of emotional intelligence of teacher educators are 89.38 and 53.18 respectively in government-aided and 42.87 and 1.25 respectively for self-financing colleges of education. The critical ratio value is 10.46, which is significant at 0.01 level. Thus the teacher educators in government-aided colleges of education are better in their emotional intelligence when compared to the teacher educators in self-financing colleges of education.

6.3 Analysis of Variance with regard to the Select Variables among Male and Female Teacher Educators in Different Colleges of Education

The personality type and emotional intelligence of male and female teacher educators in different colleges of education are analyzed and presented in tables (Table-4a to Table-5c) are presented hereunder.

Table-4a: Statistical Analysis of Means of Personality Type among Male and Female Teacher Educators in Government Colleges of Education

Variable	Groups	Sample Size	Mean	SD	SEM	SED	CR
Extraversion	Male	71	17.65	1.51	0.18	0.38	0.38**
	Female	72	19.11	2.86	0.34		
Neuroticism	Male	71	5.84	1.18	0.14	0.15	0.72 ^{NS}
	Female	72	5.74	0.40	0.05		
Psychoticism	Male	71	15.54	1.62	0.19	0.39	4.03**
	Female	72	17.11	2.86	0.34		

NS – Not Significant

**Significant at 0.01 level

In Table-4a, the critical ratio values for extraversion and psychoticism of teacher educators in government colleges of education are 0.38 and 4.03 respectively, which are significant at 0.01 level, and for neuroticism it is 0.72 which is not significant. Thus it is evident that female teacher educators in government colleges of education are more extraverts compared to male teacher educators in the same colleges.

Table-4b: Statistical Analysis of Means of Personality Type among Male and Female Teacher Educators in Government-aided Colleges of Education

Variable	Groups	Sample Size	Mean	SD	SEM	SED	CR
Extraversion	Male	77	5.89	0.58	0.07	0.39	23.61**
	Female	71	15.06	3.35	0.40		
Neuroticism	Male	77	16.96	5.46	0.62	0.72	2.05*
	Female	71	15.48	2.74	0.33		
Psychoticism	Male	77	5.06	2.05	0.24	0.46	18.06**
	Female	71	13.39	3.44	0.41		

****Significant at 0.01 level**

***Significant at 0.05 level**

In Table-4b, the critical ratio values for extraversion, neuroticism and psychoticism of male and female teacher educators in government-aided colleges of education are 23.61, 2.05 and 18.06 respectively, which are significant. Thus it is evident that female teacher educators are better extraverts when compared to the male teacher educators in government-aided colleges of education.

Table-4c: Statistical Analysis of Means of Personality Type among Male and Female Teacher Educators in Self-financing Colleges of Education

Variable	Groups	Sample Size	Mean	SD	SEM	SED	CR
Extraversion	Male	68	6.07	1.30	0.16	0.30	0.94 ^{NS}
	Female	75	6.36	2.17	0.25		
Neuroticism	Male	68	17.29	1.58	0.19	0.26	1.81 ^{NS}
	Female	75	17.77	1.55	0.18		
Psychoticism	Male	68	4.67	1.60	0.19	0.24	1.70 ^{NS}
	Female	75	4.26	1.31	0.15		

NS – Not Significant

In Table-4b, the critical ratio values for extraversion, neuroticism and psychoticism of male and female teacher educators in self-financing colleges of education are 0.94, 1.81 and 1.70 respectively, which are not significant. Thus it is evident that female and male teacher educators in self-financing colleges of education do not differ in their personality type.

Table-5a: Statistical Analysis of Means of Emotional Intelligence among Male and Female Teacher Educators in Government Colleges of Education

Variable	Sample Size	Mean	SD	SEM	SED	CR
Male Teacher Educator	71	155.68	13.55	1.61	10.00	1.04 ^{NS}
Female Teacher Educator	72	159.13	24.47	2.88		

NS – Not Significant

The mean and standard deviation values of emotional intelligence are 155.68 and 13.55 respectively for male teacher educators and 159.13 and 24.47 respectively for female teacher

educators in government colleges of education. The critical ratio value is 1.04 which is not significant. Thus there is no significant difference in personality type between male and female teacher educators in government colleges of education.

Table-5b: Statistical Analysis of Means of Emotional Intelligence among Male and Female Teacher Educators in Government-aided Colleges of Education

Variable	Sample	Mean	SD	SEM	SED	CR
Male	77	43.82	0.82	0.09	3.91	24.29**
Female	71	138.79	34.32	4.07		

**Significant at 0.01 level

The mean and standard deviation values of emotional intelligence are 43.82 and 0.82 respectively for male teacher educators and 138.79 and 34.32 respectively for female teacher educators in government-aided colleges of education. This critical ratio value is 24.29 which is significant at 0.01 level. Thus the female teacher educators are better in their emotional intelligence when compared to the male teacher educators in government-aided colleges of education.

Table-5c: Statistical Analysis of Means of Emotional Intelligence among Male and Female Teacher Educators in Self-financing Colleges of Education

Variable	Sample	Mean	SD	SEM	SED	CR
Male	68	42.79	0.74	0.09	0.21	0.73 ^{NS}
Female	75	42.95	1.58	0.18		

NS – Not Significant

The mean and standard deviation values of emotional intelligence are 42.79 and 0.74 respectively for male and 42.95 and 1.58 respectively for female teacher educators in self-financing colleges of education. The critical ratio value is 0.73 which is not significant. Thus there is no significance between male and female teacher educators in self-financing colleges of education.

7. Discussion on the Analysis of Variance with regard to the Select Variables among Teacher Educators in different Colleges of Education

Over the past decade, emotional intelligence has been the subject of much debate regarding its conceptual definition, its empirical relationship to personality and traditional cognitive abilities, and how best to measure the construct. Salovey and Mayer (1990) initially proposed a definition of emotional intelligence as a set of skills and abilities contributing to the appraisal of emotions, the regulation of emotions, and the use of emotions in reasoning. Since then, other researchers have proposed alternative theories (Bar-On, 1997; Goleman, 1995, 1998; Epstein and Meier, 1989).

While some of the differences in these theories may appear due to differences in the level of focus (Epstein, 1998; Mayer, Salovey, and Caruso, 2002), many of the conceptual differences are due to differences in the scope of the definition. The literature using self-report methodology tends to indirectly support this assertion. That is, much of the research has found substantial correlations between self-report measures of emotional intelligence and several personality variables such as Neuroticism, Extraversion, and Agreeableness (Bar-On, 1997; Ciarrochi, Chan and Caputi, 2000; Dawda and Hart, 2000; Newsome, Day, Catano, 2000). In line with these researches, in the present study it is very evident that personality type is significantly correlated with the emotional intelligence of teacher educators in different colleges of education, namely, government, government-aided and self-financing colleges of education.

Further, in the present investigation it is seen that the teacher educators in government colleges of education are significantly better in their personality and emotional intelligence when compared to the teacher educators in government-aided and self-financing colleges of education. The government and government-aided colleges of education are almost controlled by the norms of the government. The facilities available, appointment of teaching faculty members, salary structure are all governed by the state government. The teacher educators appointed in these colleges are very meritorious. They occupy the teaching position merely by merit and ability. As a result the emotional intelligence and personality of these teacher educators are significantly better when compared to their counterparts in self-financing colleges of education who are appointed by the college management, which gives a very meager salary. Apart from the salary the work load is also very heavy with poor support at the work place. The teacher educators who take up jobs in such colleges are those with a low profile and emotional maturity.

It is also seen that all select variables, personality and emotional intelligence differ significantly between the male and female teacher educators in different colleges of education. In government and government-aided colleges, it is seen that the female teacher educators have better personality and emotional intelligence when compared to the male teacher educators in the same colleges of education. In general it is observed that women are more suitable to the teaching profession than men. It could be due to the reason that they are more understanding, caring and enduring than men. Thus, it is not a revelation that female teacher educators have significantly better personality and emotional maturity than the male teacher educators.

8. Conclusion

Teachers are the most critical group among the Indian society today. They are not only the most influential people to the knowledge of students but also the individuals who make it possible to expand the boundary of life and how we can understand it to the fullest extent. Due to the success of teachings we have increased the knowledge to create safer and more efficient ways to operate while under pressure by exposing new strategies and equipment to better prepare them for whatever they come across. The teacher is the yardstick that measures the achievements and aspirations of the nation. The worth and potentialities of a country get evaluated in and through the work of the teacher, for they are the real nation builders.

It needs no description that the teacher is the pivot of any educational system of the younger students. On them rests the failure or the success of the system. If the teachers are well educated and if they are intellectually alive and take keen interest in their job, then only, success is ensured. But, if on the other hand, they lack training in education and if they cannot give their heart to their profession, the system is destined to fail. Hence, the teacher being the most vital component of the school it is very essential that they possess good attitude and aptitude toward teaching.

Teachers supply the feeling of trust with their students at an early point in the educational fields. Children grow to learn and become adapt to learning when young which then helps them to move on and learn things on their own to help better themselves as they grow and become more involved with society. Teachers emphasize to that not all is perfect and students must learn to help ourselves out to succeed as human beings. Certain teachers have more effect on their students than others which make the learning process easier for others therefore leading to more successful people. In a world driven by creation and intelligence of regular people this is all

caused by the teachers who got them there. Thus the personality and emotional intelligence of teacher educators in colleges of education are very important.

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