

## **Relationship Between Emotional Intelligence And Knowledge Management**

**Dr. Maya Salimath G**

Director-Quality Assurance Cell,

Rr Institutions Bangalore

[Mayagsalimath@Gmail.Com](mailto:Mayagsalimath@Gmail.Com)

**Dr Anupam Jain**

Associate Professor And Head Department Of Commerce

Lbs Pg College

Jaipur, Rajasthan

[Anupam\\_Jain1@Rediffmail.Com](mailto:Anupam_Jain1@Rediffmail.Com)

**Dr. Itikela Shyam Sundar**

Assistant Professor, Department Of Commerce,

K L University

Vijayawada Andra Pradesh

[Drishyam@Kluniversity.In](mailto:Drishyam@Kluniversity.In)

**Dr S Kalyan**

Assistant Professor Of Management Studies

Department Of Bs&H

Bvrit Hyderabad College Of Engineering For Women,

Nizampet Road, Bachupally, Hyderabad-90.

[Kalyan.S@Bvrithyderabad.Edu.In](mailto:Kalyan.S@Bvrithyderabad.Edu.In)

### **Abstract:**

The Main Objective Of The Study Is To Analyze The Impact Of Emotional Intelligence On Knowledge Management. A Sample Of 175 Was Drawn From Leading Higher Educational Institutions Among Bangalore Using Self-Administered Structured Questionnaire. Structural Equation Modeling (Sem) Using Smart Pls Is Used. The Results Based On The Analysis Clearly Reflect That, Out Of Four Dimensions Of Emotional Intelligence, Social-Awareness And Relationship Management Impacts Knowledge Management, Whereas Self-Awareness And Self-Management Failed To Do So. Various Factors That Lagging To Contribute Are Discussed Along With The Supporting Factors.

**Key Words:** Emotional Intelligence, Knowledge Management, Competitive Advantage, Knowledge Workers.

**Introduction:**

Emotional Intelligence Gives Certain Competencies Which Are Good Predictors Of A Success Or A Failure In Life (Goleman, 1998; Mayer, Salovey, & Caruso, 1998). Humans Are Likely To Create And Manage The Competencies Of Initiatives, If They Are First Capable Of Recognizing And Regulating Their Emotions (Chernis, 2000). Rosenthal, (1977) Found About People Who Are Capable To Recognize Their Emotions In Others, Who Were More Social And Succeed In Their Work.

Bennis (1989) Intrigued That Emotional Intelligence Was A Better Predictor Of Leadership Rather Than Intelligent Quotient In Comparison. Goleman (1995) Supported The Notion That Emotional Intelligence Was More Essential Than Intelligent Quotient. Simms (2002) Gave Suggestions To The Importance Towards The Same Sort Of Skills, For Managers And Peers. He Hypothesized That Emotional Intelligence Was Important For Top Management.

Drucker (1994) Pin Points That Knowledge Is The Only Essential Resource Of Economy, Available In Any Organization Being Capable Of Surviving The Competitive Environment Using The Effective Utilization Of Knowledge Creation, Knowledge Inventory, And Knowledge Diffusion. Edvinson And Malone (1997) Implies To The Intangible Assets That Have Become Inevitable To Any Organizational Success, More Than To The Traditional Factors Of Production Such As Land, Labor, Machine & Capital.

In Knowledge-Based Economical Situations, It Is So Vital To Rigorously Explore New Forms Of Knowledge, As Much In Exploring Existing Knowledge. This Mode Of Exploration And Exploitation Of Knowledge Among The Institutions Are Expected To Acquire A Competitive Advantage Among Others (Drucker, 1994; Teece, 2000).

In This Information Era, Knowledge Management In Higher Education Is Vital And Is Defining The Factors With Special Regard To An Institution's Competitiveness, Growth, And Sustainability. These Holds Good For All Kind Of Organizations Irrespective Of Whether They Fall Within Business Sector Or Service Industries Like Education. The Success Of Any Institution Is On The Availability And Utilization Of Its Intangible Assets Effectively, Which Mainly Is Knowledge. Therefore An Effort To Link Emotional Intelligence And Knowledge Management Has Been Made In Special Reference To The Higher Education Sector In India Demographical Location.

**Literature Review:**

Punia (2005) Took On A Study On 250 Executives In The National Capital Region – Delhi. Researcher Found That The Leaders With Higher Level Of Emotional Intelligence See Changes As Opportunities For Betterment. They Also Cherish In Stability In Ongoing Development Of Individual Workers.

Rosete And Ciarrochi (2005) Brought An Effort To Link Between Emotional Intelligence And Workplace Measures Of Leadership Effectiveness. They Used An Objective Measure Of Performance And A 360o Assessment Tool For The Research And Research Results Showed Executives With A Higher Emotional Intelligence Are More Likely To Achieve Organizational Outcomes And Are Considered To Be An Effective Leader By Their Subordinates.

Chastukhina, N. D (2003) In The Research Paper Explains That Emotional Intelligence (Eq) As A Vital Concept That Determines Both Organizational Success And Personal Success. Study Have Also Indicated A Significant Relationship Between A Degree Of Emotional Intelligence Of Organizations Success Levels Of The Organisation. Emotional Intelligence At A Macro-Level Is To Be Defined As An Organizational Capability To Handle Matters With Empathy Wisely. It Is Crucial To Match Knowledge Sources, Tools And Techniques, In Order To Implement An Emotional Quotient Program Effectively.

Darwin B. Nelson, Gary R. Low And Kaye Nelson, Framed A Research Model Of Emotional Intelligence. They Explored The Role Of Emotional Intelligence In Reference With Effective Teaching And Learning. They Gave Values Supporting Emotional Intelligence Towards Effective Teaching And Student Achievement.

Jennifer Rowley (2000) Studied Titled “Is Higher Education Ready For Knowledge Management,” Clearly Examines The Applicability On The Concept Of Knowledge Management In Higher Education System, With Reference Such As Knowledge Repository, Accessing Knowledge, Knowledge Environment And Knowledge As Assets. Hence It Is A Step To Identify The Pre-Existing Systems Which Could Contribute To Knowledge Management Practices In Higher Education In The United Kingdom. The Challenges Associated With Knowledge Creation Was Examined Along With The Opportunity Of Investment In Knowledge Management As An Asset To The Organisation. The Study Clearly Established A Need That Is Required In Change In The Cultural, Value And Reward Systems Of The Higher Education System, Which Are Mainly Knowledge-Based Organizations.

Po-Ying Chu, Li-Chieh Chen And Wan-Li Wei (2007) Targets The Importance Of Peer Learning In Design Education. This Has Attracted Recognition Recently. Design Knowledge Management System (Dkms) Was Made In Order To Facilitate Peer Learning Among Students, Who Are The Learners. This System Facilitates A Web-Based Platform For The Students To Share The Knowledge Fruitfully. An Experimental Study Was Carried Out Among Three Universities. Students In These Three Universities Were Asked To Carry Out The Assignments On Dkms, Which Was Then Evaluated By The Staffs. Findings Of The Research Showed Higher Level Of Learning And Satisfaction Among Those Students Who Have Utilized Dkms.

Tarek A El Badawy (2015) Has Undertaken A Research With A Primary Objective Of Studying The Effect Of Workforce Demographics Such As Age And Gender On Knowledge Management Practices. The Study Revealed That Age And Gender Do Not Influence The Knowledge Management Practices And There Is No Significant Impact Was There. But The Generalized Linear Model Stated That Interaction Of Age And Gender Affects The Knowledge Sharing Culture Of The Respondents. The Study Also Gave Recommendations That Higher Education Institutions Should Focus On Knowledge Management Process As Their Key Primary Function With A Conducive Environment To Be Created For Adapting Knowledge Management Practice.

#### **Need Of The Study:**

This Research Has Been Undertaken To Find Out The Impact Of Emotional Intelligence Dimensions On Knowledge Management Among Higher Educational Institutions In Specific Context To Teaching Personnel's. From The Literature Review, It Is Observed That The Concept Of Emotional Intelligence Have Been Explored In Minimum Numbers In Reference To The Concept Of Knowledge Management. So, A Sincere Attempt Has Been

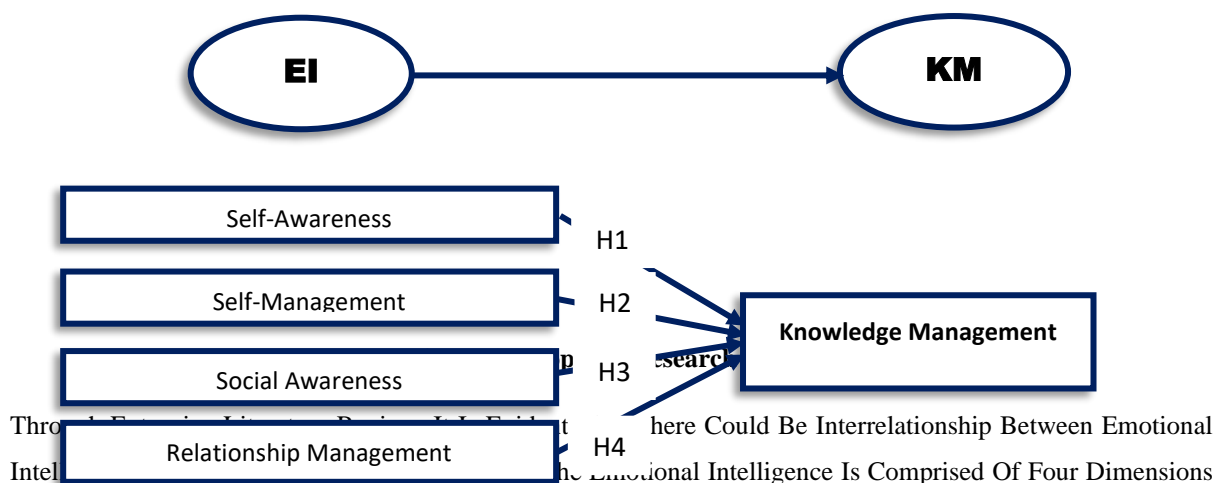
## Relationship Between Emotional Intelligence And Knowledge Management

Made To Improve Deeper Examining Of The Significance Of Emotional Intelligence In The Higher Educational Institutions And How It Is Impacting The Knowledge Management. It Is Necessary For Higher Educational Institutions To Examine Whether The Emotional Intelligence Dimensions Enables Or Supports The Enhancement Of Knowledge Management.

### Research Objectives:

- To Analyze The Impact Of Self-Awareness On Knowledge Management Among Teaching Fraternity Of Higher Education.
- To Analyze The Impact Of Self-Management On Knowledge Management Among Teaching Fraternity Of Higher Education.
- To Analyze The Impact Of Social Awareness On Knowledge Management Among Teaching Fraternity Of Higher Education.
- To Analyze The Impact Of Relationship Management On Knowledge Management Among Teaching Fraternity Of Higher Education.
- To Validate And Test The Proposed Model.

### Research Model:



Through This Study, It Is Expected That There Could Be Interrelationship Between Emotional Intelligence And Knowledge Management. The Emotional Intelligence Is Comprised Of Four Dimensions Namely Self-Awareness (Sea), Self-Management (Som), Socia-Awareness (Soa), Relationship Management (Rem), And Are Considered As Independent Variable. Whereas The Knowledge Management (Km) Is Considered As The Dependent Variable. Attempt Is Made To Link The Dimensions Of Emotional Intelligence Towards Knowledge Management With An Intention To Validate The Relationship Empirically.

Accordingly, Research Hypotheses Are Proposed Based On The Review Of Different Studies.

**H1.** Self-Awareness Has A Positive Impact On Knowledge Management.

**H2.** Self-Management Has A Positive Impact On Knowledge Management.

**H3.** Social Awareness Has A Positive Impact On Knowledge Management.

**H4.** Relationship Management Has A Positive Impact On Knowledge Management.

The Above Hypotheses Are Designed In The Form Of Research Model As Shown In Figure 1.

**Research Methodology:**

This Research Is Mainly Relies Upon Observations And Experiences As Regards With Various Theories. Therefore It Is Empirical In Nature. This Research Gets To Conclude On Facts Based On The Findings Relied Upon The Data Gathered From The Data Bases By Observations, Which Makes This Research As Qualitative And Quantitative In Nature.

**Respondents:**

The Respondents Of This Research Are Faculties Of Various Higher Educational Institutions Like Colleges, Universities And B-Schools As Teaching Staffs, In The City Of Bangalore. The Sample Size Of The Study Is 175. Simple Random Sampling Was Adopted. The Survey Instrument Is Enhanced Based On The Implications Achieved Through Necessary Modifications Noted From The Pilot Study, Which Was Undergone With 50 Samples. The Convergent Validity And The Reliability Of The Survey Instrument Were Tested And Was Verified Meeting The Scenario. Five Point Likert Scale+- Self-Administered Questionnaire Was Distributed Among 250 Employees Working In Different Higher Educational Institutions As Teaching Personnel's And Response Rate Of 70% Was Achieved.

**Procedure:**

Prior Permission Was Requested From The Principals And Head Of The Departments Of Various Educational Institutions, By Explaining The Need And Objective Of The Study. Data Was Collected From The Teaching Personnel's Of Various Institutions From Multi-Disciplines. Many Attempts Were Made To Achieve The Required Sample Size And No Personal Information Was Disclosed From The Data Collected In Order To Maintain Proper Privacy Of The Respondents.

**Questionnaire:**

The Survey Questionnaire Consist Of Three Major Parts. Part-A Comprises Of Questions Regards To The Demographic Profiles Of The Respondents Such As Gender, Age, Marital Status, Teaching Experience, Academic Discipline, Designation, Salary. Part-B Consists Of Factors Relating To Emotional Intelligence With Four Dimensions Such As, Self-Awareness (Sea), Self-Management (Sem), Social-Awareness (Soa), Relationship Management (Rem) And Each Comprised With Five Questions Each. Part-C Comprises Of Nine Questions Contributing To The Knowledge Management. The Values Assigned To The Scales Are 1- Strongly Agree; 2- Agree; 3- Neutral; 4- Disagree; 5- Strongly Disagree Respectively.

**Sample Characteristics:**

Out Of 175 Sample, 59 Percentage Were Found To Be Male. 74 Percentage Of Them Are Between The Age Group Of 26-35 Years. 62 Percentage Of Them Are Unmarried. 65 Percentage Of The Fall Under The

Category Of Experience Less Than 5 Years. 56 Percent Of Them Are From Arts And Science. 69 Percentage Of Them Are Assistant Professors And 77 Percentage Of Them Are Getting A Salary Less Than 25000.

**Data Analysis:**

The Validity Of The Scale Is Tested Using ‘Cronbach Alpha Coefficient’. According To Nunnally (1978), Cronbach Alpha Level Of 0.60 Or Above Is Considered To Be Normal And Is Acceptable For Any Construct, Which Denotes That All The Items Are Relevant To The Constructs. Also, Convergent Validity Of All The Constructs Were Examined Using The Measure Of Average Variance Extracted (Ave) That Is The Average Variance Extracted Between A Construct And Its Items (Fornell & Larcker, 1981). Chin Et Al 1999 & 2003 Mainly Indicated That Any Construct With An Ave Value Of Over 0.5 Is Expected To Have Adequate Convergent Validity, Denoting That All Items Are Of Different.

**Table 1. Reliability And Validity**

Dimensions	No. Of Items	Cronbach’s Alpha Value	Ave Value
Self-Awareness	5	0.76	0.52
Self-Management	5	0.85	0.56
Social-Awareness	5	0.81	0.66
Relationship Management	5	0.71	0.58
Knowledge Management	9	0.64	0.59
<b>Total Items</b>	<b>15</b>		

Table 1 Represents That All The Constructs Namely Self-Awareness, Self-Management, Social-Awareness, Relationship Management And Knowledge Management With A Cronbach’s Alpha Coefficient Of 0.76, 0.85, 0.81, 0.71 And 0.64 Respectively Which Is Greater Than Recommended Alpha Value Of 0.60. Also, The Ave Of Each Of Each Construct Was 0.52, 0.56, 0.66, 0.58 And 0.59 Respectively, Which Satisfies The Standard Values.

**Model Validation And Inference:**

As An Initial Verification, This Study Went Through A Construct Level Correlation, In Order To Test The Proposed Hypothesis. Smart Pls Is Used To Figure Out The Scores Of The Constructs. Based On The Scores Of These Constructs, The Study Explored The Relationship Between The Various Variables And Components Using Spss Package 21.0. The Construct Correlation Has Been Conferred In The Table 2.

**Table 2. Construct Level Correlation Of Model**

Hypothesis	Independent Variables	Dependent Variables	Pearson’s Correlation	Significance Level At 1 %
H1	Self-Awareness	Knowledge Management	0.327	0.000
H2	Self-Management		0.219	0.000
H3	Social-Awareness		0.757	0.000

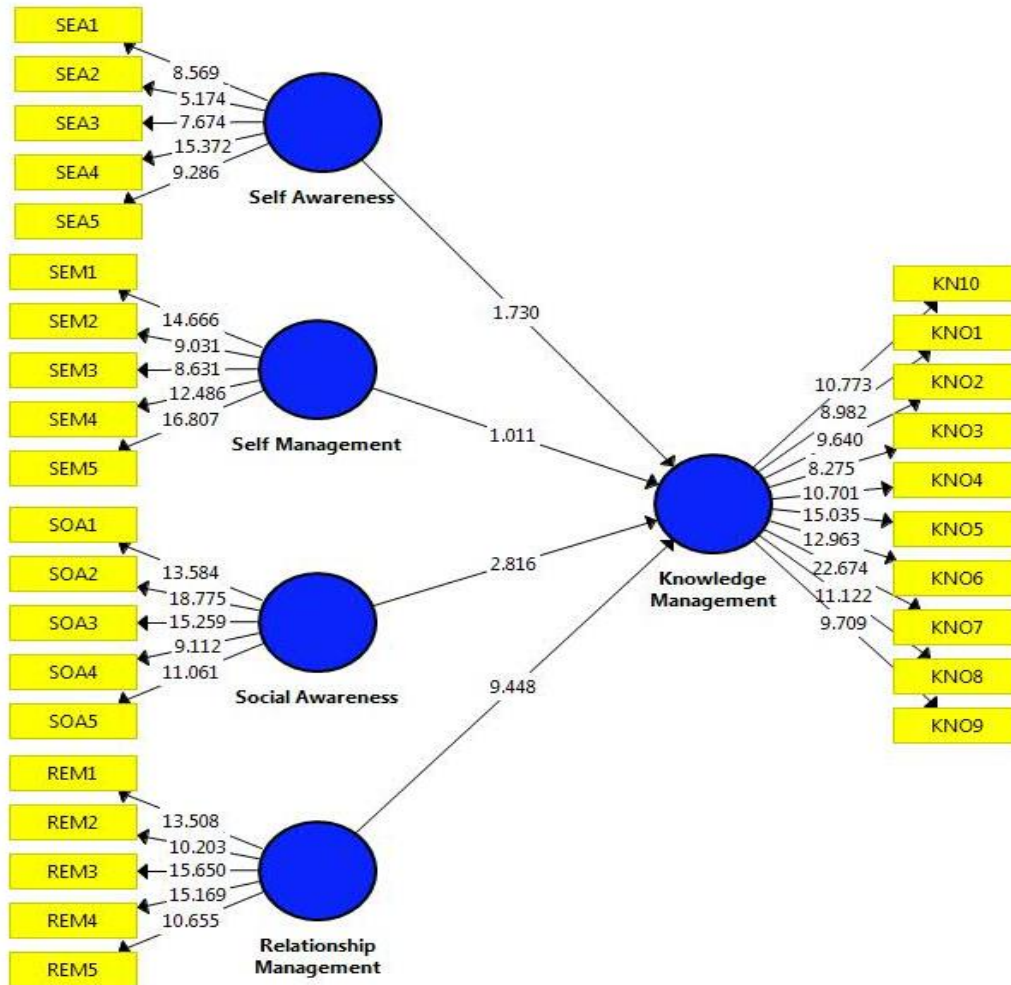
H4	Relationship Management		0.679	0.000
----	-------------------------	--	-------	-------

The Correlation Table Indicates That There Exists A Positive Relationship Between Various Dimensions Of Emotional Intelligence And Knowledge Management. Staples Et Al (1998) Pin Pointed Sharply That Through The Bivariate Correlation, When Found To Be Significant Between The Constructs, It Is Required As A Casual Effect To Assess The Path Coefficient Of The Structural Model Certainly. This Study Incorporated Bootstrap Method And Jack Knife Re-Sampling Method To Evaluate The Standard Errors For Calculating The Path Coefficient Statistically Using Smart Pls (Efron 1979, Efron And Gond, 1983). The Results Are Analyzed Based On The Value Of T-Statistic At The 95% Level Of Significance, Which Is Found To Be 1.96. The Path Would Be Considered As Significant Only If The T-Statistic Value Is Greater Than 1.96 Is Achieved.

**Table 3: Bootstrap Summary Of Model And Hypothesis Result**

Hypothesis	Entire Sample Estimate	T-Statistic	R Square Value	Result
H1	0.087	1.730	<b>0.659</b>	Insignificant
H2	0.076	1.011		Insignificant
H3	0.199	<b>2.816</b>		<b>Significant</b>
H4	0.573	<b>9.448</b>		<b>Significant</b>

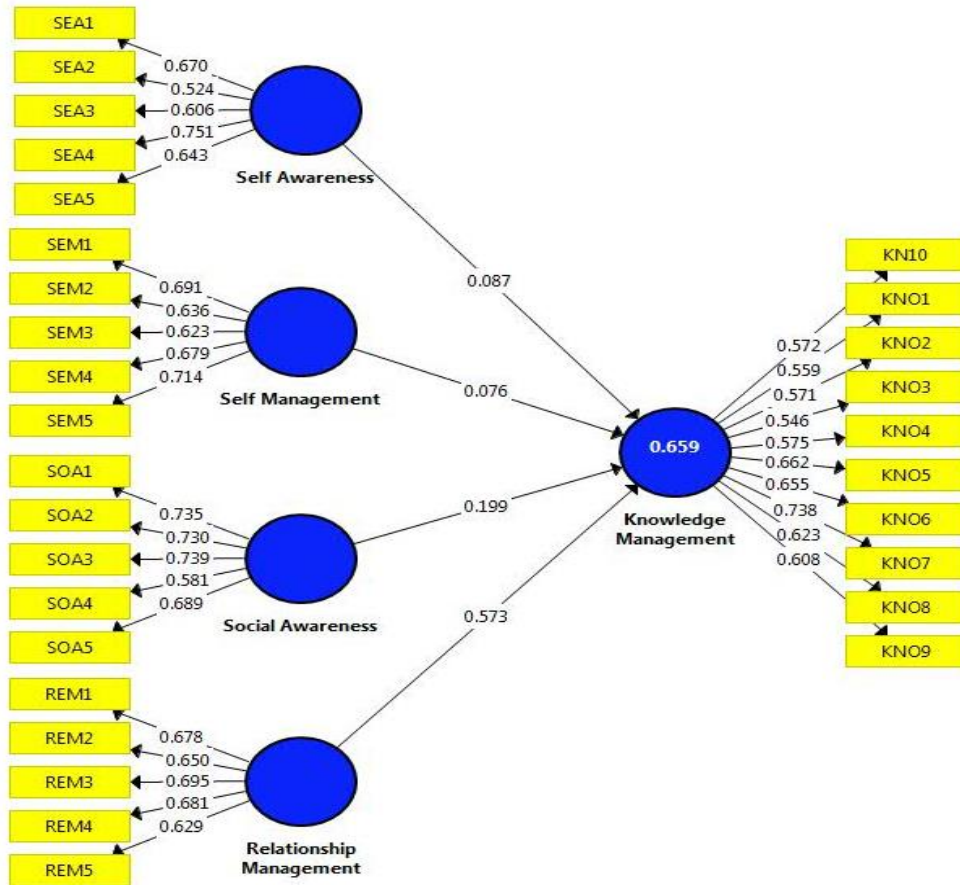
## Relationship Between Emotional Intelligence And Knowledge Management



**Figure 2: PLS Sem Exhibiting T-Statistics Vales**

As Presented In Figure 2 And Table 3, The Path Linking Self-Awareness And Knowledge Management Was Found To Be Insignificant At 0.05 Level (Beta=0.040, T= 0.648), Which Clearly Indicates That The Self-Awareness Of Emotional Intelligence Has No Significant Positive Impact On Knowledge Management. This Provided Support For H1.





**Figure 3: Pls- Sem Exhibiting Path Coefficient And R-Square Values**

The Path Linking Self-Management And Knowledge Management Was Found To Be Insignificant At 0.05 Level (Beta=0.040, T= 0.648), Which Clearly Indicates That The Self-Management Of Emotional Intelligence Has No Significant Positive Impact On Knowledge Management. This Provided Support For H2.

The Path Linking Social-Awareness And Knowledge Management Was Found To Be Significant At 0.05 Level (Beta=0.244, T= 2.591), Which Clearly Indicates That The Self-Management Of Emotional Intelligence Has A Significant Positive Impact On Knowledge Management. This Provided Support For H3.

The Path Linking Relationship Management And Knowledge Management Was Found To Be Significant At 0.05 Level (Beta=0.713, T= 9.588), Which Clearly Indicates That The Relationship Management Of Emotional Intelligence Has A Significant Positive Impact On Knowledge Management. This Provided Support For H4.

Collectively, Emotional Intelligence Practices Explained About **65 Percent** Of The Variance In The Knowledge Management As Represent In The Figure 3 With An R-Square Value Of 0.659.

**Discussion:**

Based On The Above Findings, The Study Delivers Few Interesting Insights. First Of All, Social Management Dimension Of The Emotional Intelligence Has A Positive Impact Over The Knowledge Management. This Implies That Building Trust In Fellow Employees And Analyzing Their Problem To Ascertain The Real Cause Have Resulted In A Strong Growth In Knowledge Management Practices In The Organization. Overcoming Conflict Among The Employees By Influencing On Their Moods And Emotions Clearly Tend To

Increase In The Members Of The Institutions To Make Themselves Active In External Professional Associations, Thereby Supporting Knowledge Management Practices. This In Turn Helps In Achieving The Organizational Objectives Through The Enlightenment Of The Knowledge Management.

Relationship Management Of Emotional Intelligence Has A Positive Impact Over The Knowledge Management. Which Means Management Contributes To The Build And Maintain Good Relationship Of Employees Among The Organization. It Is Also Evident That Information Are Passed Among These Knowledge Workers Without Gender Bias Which Makes Clear That Knowledge Sharing Of The Organization Functions Well. Relying Upon The Supervisors For The Time Of Overload In Work, And Impressive Supervisor's Knowledge Are Some Transparent Insights Which Clearly Points The Enhanced Relationship Management Among The Employees Which Reflects On The Building Up Of Strong Quality Multi-Disciplinary Teams By Combining Various Specializations Are Possible In Knowledge Management, Resulting In The Enrichment Of The Knowledge Management Within The Organization.

Self-Awareness Dimension Of The Emotional Intelligence Has Failed To Impact On The Knowledge Management. This Clearly Makes The Situation Understandable That Recognizing Ones Emotions Was Failed Thereby Failing In Regular Meetings Organized In The Organization Causing A Negative Pull Back Of Knowledge Management. This Also Mirrors The Fact That Failure To Keep Ones Positive Attitude At Work And Failure To Work Consistently At Work Even Under Pressure Situations Were Not Up To The Mark Which Clearly Has No Positive Impact Over The Knowledge Management. Without The Self-Consistency Of Dealing With The Criticism Or Challenge, The Employees Fall Short To Improvise Self-Management Aspect Of The Emotional Intelligence, Thus Resulting In The Failure To Impact The Knowledge Management In This Scenario.

Self-Management Of The Emotional Intelligence Has Also Failed To Impact On The Knowledge Management. One Failing To Have A Positive Outlook About Life, And Failure To Relax Themselves In The Pressurized Situations Lead To The Downfall Of The Aspect Of Self-Management Of Emotional Intelligence. It Is Vital For Everyone To Keep Their Emotions Out Of Work, And Is More Important They Should Allocate Some Time To Be Spent With The Family. Failing To Do So Have Resulted In The Failure In The Self-Management. One Should Clearly Make Sure That His/Her Personal Objectives Should Not Clash With The Organizational Objectives. Failing To Meet This Have Resulted In The Failure Of Self-Management Of Emotional Intelligence, Resulting In The Set Back Of Its Contributions Towards The Knowledge Management.

### **Research Limitations And Future Research**

This Research Too Has Few Limitations. To Begin With, The Research Demographics Chosen For The Study Was Confined To A Particular Profession Of Respondents To A Particular District. These Respondents Were Further Narrowed To Teaching Personnel's Of Various Colleges, Universities And B-Schools, Altogether Stated As Higher Education Teaching Personnel's. Therefore, The Study Has Limited The Knowledge And Ideas Of The Confined Work Group Of A Narrow Stream Of Respondents. These Results Are Reflected As The Perceptions Of A Particular Group, Therefore Is Not Generalized. To Generalize, Future Research Shall Be Extended Among A Larger Population And Of Different Context. This Study Has Taken Four Dimensions Of Emotional Intelligence Based On The Theory Of Daniel Goleman. There Are Various Other Theories Available Such As Salovey-Mayers Theories, Bar-On Models And Much More, Which May Be Used To Study The Factors

Of Emotional Intelligence Towards Knowledge Management. And Finally, The Study Findings Are Confined Based On The Discreet Of 175 Respondents. Large Sample Can Be Drawn And Lays The Possibility Of The Future Researchers To Verify The Findings Using Co Variance Based Tools Such As Lisrel And Amos.

### **Implication For Practice**

This Study Featured The Impact Of Emotional Intelligence Over The Knowledge Management Among The Teaching Fraternity Of Higher Education. The Four Dimensions Of Emotional Intelligence Includes Self-Awareness, Self-Management, Social-Awareness And Relationship Management Dimensions. Which Tends To Enhance The Predictors Of Emotional Intelligence Over The Knowledge Management In The Context To The Higher Education Sector.

This Research Would Lay Some Valuable Insights To The Organizations Based On The Research Findings, Which Help To Diagnose Some Corrections To Be Made In The Respective Areas Of The Organization To Enhance Knowledge Management And Improvised Emotional Intelligence.

The Results Showcased That The Self-Awareness Of Emotional Intelligence Does Not Impact The Knowledge Management. This Is Observed That Failure Of Employees To Recognize Their Emotions And Failure Of Having A Positive Attitude Have Resulted In The Failure Of Self-Management. To Brief In, Maintaining Positive Attitude Of Themselves, Ability To Recognize Ones Emotions Should Be Improvised. One Should Also Be Aware Of The Impact That Is Caused By Their Moods On The Other People In An Organization. They Should Develop A Consistency To Work Effectively Even Under The Pressure Situations. They Should Be Positive To Face Challenge And Criticism Encountered In The Organization. By Making These Insights Positive, Will Add The Value In Strengthening The Self-Awareness Of The Emotional Intelligence, Which Will Directly Reflect In The Increase In The Knowledge Management.

Results Also Clearly Summarizes That Self-Management Of Emotional Intelligence Have Failed To Positively Impact Knowledge Management. Few Alterations In This Insights Will Contribute To The Positivity. To Start With, One Should Have A Positive Insight About The Outlook Of His/Her Life. They Should Relax In Pressure Situations And Keep Their Emotions Out Of Work. They Should Spend Some Time With Family And Make Sure That Personal And Organisational Objectives Does Not Clash. By Implementing The Above Aspects, A Successful Self-Management Of Emotional Intelligence Can Be Attained, Which Will Lay A Positive Advantage In Influencing The Impact Of Emotional Intelligence On Knowledge Management.

Thus Emotional Intelligence Methods Will Positively Enhance Knowledge Management In The Educational Institutions. This Will Enhance Proper Knowledge Management Among The Members Thereby Increases The Efficiency Among The Members And Increases The Competitive Advantage Of The Organization.

### **Conclusion:**

This Study Probed To Analyze The Contribution Of Emotional Intelligence Towards The Knowledge Management. To Be Precise, Four Dimensions Of The Emotional Intelligence (Self-Awareness, Self-Management, Social-Awareness And Relationship Management) Are Taken To Examine The Impact Of Them Over Knowledge Management. The Result Was Evident That Social-Awareness And Relationship Management Of Emotional Intelligence Has A Positive Impact Over Knowledge Management, Whereas Self-Awareness And Self-Management Of Emotional Intelligence Was Inefficient To Make An Impact On The Knowledge Management. It Was Transparent That Understandable Communication Patterns Followed In The Organization,

Truthfulness In Sharing The Knowledge And Trust, Contributes Intensively Towards Knowledge Management. Future Research Can Be Made To Enhance The Studies Scope Further By Enriching The Knowledge Management Through Emotional Intelligence Which Definitely Ensures The Competitive Advantage Among The Other Organizations. Various Emotional Intelligence Practices Can Be Studied Along These Dimensions To Attain The Excellence In Knowledge Management.

**Reference:**

1. Ajith, P., Aktharsha, U. S., Anisa, H., Chackochen, M., Ramalingam, P., & Madhani, P. M. (2012). *Indian Volume Ix , Number Ii. Ix(Ii)*.
2. *Artcle\_15.Pdf*. (N.D.).
3. Badawy, T. A. El, & Magdy, M. M. (2015). Assessing The Impact Of Emotional Intelligence On Job Satisfaction: An Empirical Study On Faculty Members With Respect To Gender And Age. *International Business Research*, 8(3), 67–78.
4. Bennis, W. (1989). *On Becoming A Leader*. 9th Ed. Reading, Ma: Addison-Wesley
5. Bhattacharya, Partha And Chaudhury, Pravin Kumar *Knowledge Management And Its Utilisation: An Overview.*, 2004 . In Caliber 2004:New Delhi, New Delhi, February, 2004.
6. Chastukhina, N. (2003). *Developing Emotionally An Intelligent Organization: Effective Implementation And Measurement Process*. 1–18.
7. Cherniss, C. (1998). Social And Emotional Learning For Leaders. *Educational Leadership*, 55(7), 26-28.
8. *Company's True Value By Finding Its Hidden Roots*, Harpercollins Publishers,
9. Drost, E. (2011). Validity And Reliability In Social Science Research. *Education Research And Perspectives*, 38(1), 105–123.
10. Drucker , P. 1994 . *The Social Age Of Transformation*. Atlantic Monthly. November, [Http://Www.Theatlantic.Com/Politics/Ecbig/Soctrans.Htm](http://Www.Theatlantic.Com/Politics/Ecbig/Soctrans.Htm)(Accessed October 18, 2008).
11. Edvinsson, L. & Malone, M. (1997). *Intellectual Capital: Realizing Your Company's True Value By Finding Its Hidden Brainpower*. New York, Ny: Harperbusiness.
12. Edvinsson, Leif And Michael S. Malone (1997), *Intellectual Capital: Realizing Your*
13. Gill, R.W. (2002) 'Is Britain Being Led Astray?', In J. Simms (Ed.), *The Director*, January.
14. Goleman, D. (1997). *Emotional Intelligence: Why It Can Matter More Than Iq*. Ljubljana: Mladinska Knjiga.
15. Goleman, D. (2001). *Working With Emotional Intelligence*. Ljubljana: Mladinska Knjiga.
16. Goleman, D., Boyatziss, R., & Mckee, A. (2002). *Primal Leadership: Realizing The Power Of Emotional Intelligence*. Ljubljana: Gv Založba.
17. Inc., New York.
18. Kia, A., & Heidari, A. (2014). The Relationship Between Emotional Intelligence And Job Burnout. *Advances In Environmental Biology*, 8(11 Spec. Issue 5), 324–328.
19. Lazovic, S., & Studies, B. (2012). The Role And Importance Of Emotional Intelligence In 2 . Emotional Intelligence And Leadership. *Management, Knowledge And Learning*, 797–805.

20. Makungu, M. T. (2014). *Commonwealth Journal Of Commerce & Management Research*. 1(4), 28–42.
21. Mohammed, M. O., Abdul-Jaleel, T., Najres, A. M., & Farhan, I. H. (2016). A Novel Study For Chemical Composition Of Al-Ahdaab Field Crude Oil. *International Journal Of Current Research And Academic Review*, 4(9), 71–80. <https://doi.org/10.20546/Ijcrar.2016.409.006>
22. Nelson, D. B., Ph, D., Low, G. R., Ph, D., Nelson, K., & Ed, D. (N.D.). *The Emotionally Intelligent Teacher : A Transformative Learning Model*.
23. Punia, S., & Sangwan, S. (2011). Emotional Intelligence And Social Adaptation Of School Children. *Journal Of Psychology*, 2(2), 83–87. <https://doi.org/10.1080/09764224.2011.11885466>
24. Reynolds, P., Bosma, N., Autio, E., Hunt, S., De Bono, N., Servais, I., Chin, N. (2005). Global Entrepreneurship Monitor: Data Collection Design And Implementation 1998-2003. *Small Business Economics*, 24(3), 205–231. <https://doi.org/10.1007/S11187-005-1980-1>
25. Rosenthal, R. (1977). The Pons Test: Measuring Sensitivity To Nonverbal Cues. In P.Mcreynolds (Ed.), *Advances In Psychological Assessment*. San Francisco, Ca: Jossey- Bass.
26. Rosete, D., & Ciarrochi, J. (2005). Emotional Intelligence And Its Relationship To Workplace Performance Outcomes Of Leadership Effectiveness. *Leadership And Organization Development Journal*, 26(5), 388–399.
27. Rowley, J. (2000). Is Higher Education Ready For Knowledge Management? *International Journal Of Educational Management*, 14(7), 325–333.
28. Vandervoort, D. J. (2006). The Importance Of Emotional Intelligence In Higher Education. *Current Psychology*, 25(1), 4–7.