REVIEW OF RELATED LITERATURE

The researcher of this study has done an extensive review to find out the related literature in various libraries as well as he has gone through various databases. The relevant studies found by the research scholar are enumerated in this chapter.

Livingstone (2001) the EQ-i and the MSCEIT were examined in terms of their construct validity and predictive validity. Officers and basic recruits in the Canadian Forces (CF) completed the two measures of EI (emotional intelligence) along with measures of personality, job satisfaction, and life satisfaction which were correlated with their scores on the Canadian Forces Aptitude Test (CFAT) and training performance ratings. The EQ-I had moderate to high correlations with the Big Five personality dimensions, suggesting a great deal of overlap between these two measures. Conversely, only the emotional management scale of the MSCEIT was associated with personality. Both the EQ-i and MSCEIT were unrelated to general cognitive ability and training performance. The MSCEIT was unrelated to job satisfaction and life satisfaction. In contrast, the EQ-i accounted for variance in both job satisfaction and life satisfaction after controlling for the influence of demographic characteristics and personality.

Livingstone & Day (2005) despite the popularity of the concept of emotional intelligence (EI), there is much controversy around its definition, measurement, and validity. Therefore, the authors examined the construct and criterion-related validity of an ability-based EI measure (Mayer Salovey Caruso Emotional Intelligence Test [MSCEIT]) and a mixed-model EI measure (Emotional Quotient Inventory [EQ-i]) using a military sample. Confirmatory factor analyses indicated that the four-factor model for the MSCEIT, but not the five-factor model for the EQ-i, fit well. MSCEIT and EQ-i scores were modestly inter-correlated. Gender was related only to the MSCEIT’s Emotional Perception scale scores. EQ-i scores, but not MSCEIT scores, tended to be strongly related to scores on measures assessing personality, self-monitoring ability, job satisfaction, and life satisfaction. The EQ-i also accounted for
incremental variance in job and life satisfaction, after controlling for personality. Overall, cognitive ability scores were unrelated to EQ-i scores and slightly related to two of the MSCEIT scale scores.

Buford (2002) examined the relationship between EI and variables within an organizational context, 2) assessed whether EQ moderated the degree of agreement between self and other reports, and 3) examined any unique effects EI might have on ratings of management effectiveness and transformational leadership. Sixty nine managers completed the EQ-i and several other measures. Sixty nine supervisors and 207 direct reports rated the manager using the EQ360 as well as other rating instruments. Several theoretical relationships between EQ and self-reports of personality variables, transformational leadership, and management effectiveness were confirmed. There was no relationship between self, supervisor, and subordinate ratings of EQ and management effectiveness and only weak correlations between self, subordinate, and supervisor ratings of leadership. After controlling for personality traits and years in management, self-reports of total EQ accounted for a small amount of variance in self-reports of management effectiveness and transformational leadership. There was no unique contribution of total EQ to explaining supervisor or subordinate reports of management effectiveness.

Singh and Manser (2008) focused on the perceived emotional intelligence (EI) of school principals and their leadership strategies affecting the job satisfaction of teachers in a collegial environment. The study found that teachers have expectations of empowerment and collaboration that will enhance their levels of job satisfaction. Teachers strongly believe that they would feel satisfied at school if their principals created the opportunity to develop their skills in a collegial environment that nurtures effective communication, healthy relationships, empathy and trust. The findings of the empirical investigation further confirmed that teachers wish to be led by school principals who are confident in their collegial leadership role and who maintain self-control, are adaptable and flexible and who face the future with optimism. Evidently, in order for a school to reach its full potential, teachers must be exposed to working
in a collegial environment, be satisfied in their jobs and be nurtured by principals with an appropriate EI level.

Hosseinian et al. (2008) investigated the effect of training some aspects of Emotional Intelligence (EI) on job satisfaction and productivity of employees. The results can help organizations to realize human capabilities and the way to improve them by paying more attention to psychological issues. We used a quasi-experimental method using a pre-test and a post-test designed with control group and a four-month follow-up. Study population consists of employees of Marine Installations and Construction Company. Considering variables like age, education and job rank, we selected 28 employees who earned the lowest score for EI. They were then randomly assigned to experimental and control groups. Each employee got job satisfaction and productivity questionnaires and their managers were given employee evaluation questionnaire. Then some aspects of EI were taught to the experimental group once a week for 10 sessions. Four months later, both groups were evaluated by managers. The results show that education did not increase employees’ job satisfaction nor did it improve managers’ evaluation. However, employees’ productivity score after training sessions and managers’ evaluation improved in the long run. The results reveal that training EI by further controlling the above-mentioned variables is effective and essential to improve human resources.

Emotional intelligence has emerged in the past decade as one of the crucial components of leadership effectiveness in many different contexts. Therefore, this study conducted by Iordanoglou (2007) aimed at examining the relationships among emotional intelligence, leadership effectiveness, commitment, and satisfaction in education. Three hundred thirty-two primary education teachers participated in the study conducted in Greece. Results, using structural equation modeling, showed that emotional intelligence, especially the intrapersonal and interpersonal dimensions, has a positive effect on leadership roles, explaining 51% of variance. A strong positive effect was also apparent on teachers' commitment and effectiveness, as measured by teachers' perception. Leadership roles such as performance evaluation, motivation support, and development improvement had a strong influence on effectiveness. The findings could have implications for the selection and training of future educators.
Sutton and Wheatley (2004) reviewed the limited literature on the emotional aspects of teachers' lives. First, a multicomponental perspective on emotions is described, then the existing literature on teachers' positive and negative emotions is reviewed and critiqued. Next is a summary of the literature suggesting that teacher' emotions influence teachers' and students' cognitions, motivation, and behaviors. Four areas for future research are proposed: management and discipline, adoption and use of teaching strategies, learning to teach, and teachers' motivation. An overview of research methods used in a multicomponental perspective on emotions is provided. This review draws on a variety of research literatures: educational psychology, social and personality psychology, educational sociology, and research on teachers and teaching.

The effect of emotional intelligence and its dimensions on job satisfaction and organisational commitment of nurses has been investigated by Guldal et al. (2008) in this study. This paper examines the relations among emotional intelligence, job satisfaction and organisational commitment of nurses and the mediating effect of job satisfaction between emotional intelligence and organisational commitment. A questionnaire survey was carried out to explore the relations between emotional intelligence, job satisfaction and organisational commitment. Setting: Teaching hospital in Ankara, Turkey. Participants: Questionnaires were distributed by Nursing Services Administration to 550 nurses working at different departments of the hospital and 267 questionnaires were analyzed. Methods: A 45-item questionnaire which consists of emotional intelligence, job satisfaction and organisational commitment parts was carried out to investigate the relations among these variables. Some basic socio-demographic questions were included. Results: Emotional intelligence was significantly and positively related to job satisfaction ($r = 0.236$, $p < 0.01$) and organisational commitment ($r = 0.229$, $p < 0.01$). The positive relation between job satisfaction and organisational commitment was also significant ($r = 0.667$, $p < 0.01$). Job satisfaction was found to be related with "regulation of emotion (ROE)" ($r = 0.228$, $p < 0.01$) and "use of emotion (UOE)" ($r = 0.155$, $p < 0.01$) but not with other dimensions of emotional intelligence. "Others's emotional appraisal" did not have any relations with job satisfaction or organisational commitment and
"self-emotional appraisal (SEA)" was found to be a suppressor. Conclusion: It was found that job satisfaction is a mediator between emotional intelligence and organisational commitment. The other finding of the study was that "SEA" and "UOE" have direct effects on organisational commitment whereas job satisfaction is a mediator between "regulation of emotion" and organisational commitment.

Chiva and Alegre (2008) analyzed the relationship between emotional intelligence (EI) and job satisfaction, by taking into consideration organizational learning capability (OLC). Data were collected from eight Spanish ceramic tile manufacturers. The survey was addressed to shop floor workers, and 157 valid questionnaires were obtained, representing a response rate of 61 per cent. Confirmatory factor analysis was used to test this theoretical model. This paper proposes that OLC plays a significant role in determining the effects of EI on job satisfaction. Owing to certain features of the sample and the use of measurement scales, the final results should be considered with caution. Further research in other contexts using qualitative methods is needed to validate these findings. The most important implication is that job satisfaction is affected by the correlation between individual EI and certain working conditions. Practical implications – When seeking to improve employee job satisfaction, practitioners should take into account the link between EI and OLC. Under certain conditions (OLC), emotionally intelligent people are more likely to be satisfied. Originality/value – This paper provides an empirical analysis of the relationship between EI, OLC and job satisfaction.

People with high emotional and social capacity, people who can take them under control, understand and manage emotions of others expertly are more advantageous both in their private and professional lives. Under this scope, in order to investigate the effect of the emotional intelligence of nurses and midwives, who consist an important manpower in the health system, to their job satisfaction, an investigation has been conducted in Fethiye State Hospital with 80 individuals by Sener, Demirel and Sarlak (2009), of the workers investigated, 36.3% were in 21-30 age group, 62.5% were 2 years-college graduated, 98.8% were clinical nurses, 36.3% worked since 6-10 years. It was found that total emotional intelligence of the workers was low (X=22.54, SS=5.14), and average job satisfaction levels were middle level
A positive association was found between the emotional intelligence and job satisfaction. As a conclusion, the relationships between the demographic variables and emotional intelligence and job satisfaction were evaluated in the study.

Job control may be defined as the latitude to make decisions and the freedom to select the most appropriate skills to complete the task. Emotional dissonance may be defined as the conflict between expressed and experienced emotions. In this study conducted by Abraham (2000) job control and self-efficacy were theorized to jointly affect emotional dissonance. Individuals with high self-efficacy were found to be more satisfied under conditions of little job control, whereas those with low self-efficacy favored high job control. The impact of job control on emotional intelligence was also studied. Emotional intelligence may be defined as the set of skills that contribute to accurate self-appraisal of emotion as well as the detection of emotional cues in others and the use of feelings to motivate and achieve in one's life. Emotional intelligence and job control explained significant amounts of the variance in both job satisfaction and organizational commitment. Theoretical and practical implications are discussed.

McCallin and Bamford (2007) conducted a study with the purpose to discuss how emotional intelligence affects interdisciplinary team effectiveness. Some findings from a larger study on interdisciplinary teamworking are discussed. Background: Teams are often evaluated for complementary skill mix and expertise that are integrated for specialist service delivery. Interactional skills and emotional intelligence also affect team behaviour and performance. An effective team needs both emotional intelligence and expertise, including technical, clinical, social and interactional skills, so that teamwork becomes greater or lesser than the whole, depending on how well individuals work together. Key Issues: Team diversity, individuality and personality differences, and inter-professional safety are analyzed to raise awareness for nurse managers of the complexity of interdisciplinary working relationships. Conclusion: If nursing input into interdisciplinary work is to be maximized, nurse managers might consider the role of emotional intelligence in
influencing team effectiveness, the quality of client care, staff retention and job satisfaction.

Gabel, Dolan and Cerdin (2005) presented a new framework for assessing the human resource strategy for international assignment (IA) of managers. Design/methodology/approach- The approach posits the construct of emotional intelligence (EI) as a critical predictor for intercultural adjustment thereby leading to success. A theoretical model and the respective preliminary empirical test of a series of hypotheses pertaining to the relationships between several dimensions of EI, their impact on cross-cultural adjustment and success of international managers overseas assignments, is presented. Analyses is based on cross sectional data of 67 cases (based on questionnaires), and on 39 cases with rectangular data where both supervisory input and questionnaires were used. Findings- A significant correlation was found between the interpersonal emotional component and specific performance. Thus the capacities of empathy, social responsibility and social relations may predict better performance in the specific characters of IA. Moreover, the correlation between EI and adjustment dimensions showed significantly higher correlations; while cultural adjustment is not correlated with any EI dimensions, interaction fit correlates with all the EI dimensions except for stress management; adjustment at the work place was only correlated with intrapersonal emotional component. The correlation between adjustment variables and success variables shows that cultural adjustment is positively correlated with satisfaction among global managers. Adjustment at work correlates negatively with the wish to terminate the assignment. In other words, those who adjust less well to work show greater interest in terminating their assignment. Research limitations/implications- Findings are based on the self-reported questionnaires and should be treated with caution due to the possibilities of "method-variance". The findings are based on a small sample of international assigned managers operating within the Latin American theatre. Practical implications- It is proposed that EI assessment be used in the selection of internationally assigned managers, in addition to the traditional selection criteria in order to improve the productiveness of the assignee success. Originality/value- The use of soft skills rather than hard skills as part of the selection decision of expatriates
or any other internationally assigned professionals was long debated. In this study, for the first time, EI scores were used to predict cultural adjustment and subsequent success for managers.

Malmberg and Hagger (2009) investigated changes in student teachers' agency beliefs during a 1 year teacher education course, and related these to observed classroom quality and day-to-day experiences in partnership schools during the practicum. Out of a sample of 66 student teachers who had responded to at least two out of four times to a questionnaire (18 men 48 women; mean age 26.4 years), 30 were observed during teaching, and 20 completed a 4-day short form diary.

Methods: Confirmatory factor analysis validated two agency belief constructs. Multi-level models for change investigated individual differences in change over time. Multi-level path models related observation and diary responses to agency beliefs.

Results: Supportive agency belief was high and stable across time. Instructional agency belief increased over time, suggesting a beneficial effect of teacher education. This increase was predicted by observed classroom quality (emotional support and student engagement) and daily positive affect and agency beliefs.

Conclusions: Teacher education is successful in creating a context in which student teachers' supportive agency beliefs can be maintained and instructional agency beliefs can increase during the course.

Physical education teachers can influence students' self-determination through the motivational strategies that they use. This study conducted by Taylor, Ntoumanis and Standage (2008) examined how teachers' reported use of three motivational strategies (providing a meaningful rationale, providing instrumental help and support, and gaining an understanding of the students) were predicted by perceived job pressure, perceptions of student self-determination, the teachers' autonomous orientation, psychological need satisfaction, and self-determination to teach. Structural equation modeling supported a model in which perceived job pressure, perceptions of student self-determination, and teacher autonomous orientation predicted teacher psychological need satisfaction, which, in turn positively influenced teacher self-determination. The last positively predicted the use of all three strategies. Direct positive effects of teachers' psychological need
satisfaction on the strategies of gaining an understanding of students and instrumental help and support were also found. In summary, factors that influence teacher motivation may also indirectly affect their motivational strategies toward students.