REVIEW OF LITERATURE

Harmer (2007) Studied the positive relationship between an individual’s emotional intelligence (EI) and organisational leadership is well established. Further, how the EI of a collection of individuals – a team – impacts team effectiveness has also been explored. However, how the development of individual team leader’s emotional intelligence subsequently improves team effectiveness still requires research. In a small pilot study consisting of thirty-seven project team leaders, 19 males and 18 females, we explored how the development of a project team leader’s emotional intelligence (EI) using the principles of Cognitive-Behavioural Therapy (CBT) resulted in increased self and subordinate ratings of team effectiveness. The Genos Emotional Intelligence Assessment Scale (Palmer & Stough, 2003) and Team Effectiveness Scale (Pearce & Sims, 2002) were used to measure workplace EI and team effectiveness, respectively. All thirty-seven project team leaders and a further twenty-five randomly selected project team members (‘subordinates’) completed assessment measures pre-and-post intervention. Using Repeated Measures Analysis of Variance (ANOVA), results indicate project team leaders’ emotional intelligence significantly improved as a result of the EI development intervention. The greatest improvement being for the EI factor of Decision Making; F(1, 34)= 40.07, p<.001. Significant improvements in self and subordinate ratings of team effectiveness were also found. The generated results support the premise that developing the emotional intelligence of work teams does translate into greater team effectiveness. The implications of the pilot study’s findings are discussed.

Peltokorpi and Maatta (2003) Emotional coping is an emotional-based psychological process that contributes to achieving the goal of emotional regulation. As such, the development of emotional coping can be understood as an individual’s inner coping process which consists of various elements. This article describes the development of children’s emotional coping and the teaching methods that enhance it in the school class. A range of interactive learning activities were planned and carried out in the classroom and the measures of emotional coping were created. Nine pupils aged between seven and eight who had problems with their emotional coping were selected as the research participants. Their development and teaching were observed and the pupils’ self-evaluations were collected during the study year 2006-2007 in interactional classroom situations that involved mathematical problem-solving tasks. The aim of the research
was to study 1) how primary school pupils’ emotional coping develops and 2) with what kind of teaching methods their emotional coping could be enhanced. Results showed that pupils’ individual emotional coping can be illustrated through various mathematical reasoning and problem-solving tasks in stages. Emotional coping skills are important for individuals’ success and wellbeing and the foundation for these skills can be laid already in the early years.

Parveen and Iqbal (2007) Emotional intelligence is conceptualized as the ability to understand one’s own and others feelings and respond to appropriate ways in various life situations. It is emerging as the most important and effective personal skill of the new century. The present study is an attempt to examine the differences between female and male athletes of Hyderabad city with respect to their emotional intelligence. It was assumed that female athletes would have high emotional intelligence as compared to the male athletes. For examination of this hypothesis the “Emotional Intelligence Test” developed by Dr. N. K. Chadha (1998) was applied on all of the participants of the study (i.e. 70 female and 70 male athletes). Statistical analysis by computation of “t-test” revealed a significant difference (i.e. $t=3.795, p<0.01$) in the emotional intelligence of female and male athletes of Hyderabad city. The results confirmed the hypothesis. In the case of gender differences in relation to emotional intelligence, findings of the current study indicate that females are more emotionally intelligent than male athletes. The higher level of emotional intelligence of female than male in Sindhi surroundings are explained in terms of traditional trends, pattern of society and social roles assigned to each gender with respect to culture in Sindh.

Scott-Halsell and Blum (2011) With the popularity of the emotional intelligence (EI) construct in current research and leadership publications today, a study to determine the necessity of including it into academic curricula for hospitality undergraduate students to better prepare them for their career choice was needed. This study tested hospitality industry professionals’ EI and compared their scores to hospitality undergraduate students to determine if differences exist. Significant differences were found, giving credence to the view that curricula inclusion would be beneficial in preparing students for a more seamless entrance into leadership positions within the industry.

Adilogullari (2011) Examine the level of emotional intelligence of some of the demographic variables of the teachers working in the province of Gaziantep. Acar (2002) adapted to Turkish
by Bar-On Emotional Intelligence Ability Scale 5-item scale used in grading and answered 87. The study evaluated data; descriptive statistical methods (frequency, percentage, mean, standard deviation) were used. If more than two group comparisons of parameters between the groups one-way ANOVA and Turkey test were used for the determination of the group that is causing the difference. Emotional Intelligence scale, the overall confidence level was found to be 0.834. Total of 340 teachers participated in the study who served in the center of Gaziantep. This is 55.9% of teachers to 190 teachers in primary, 44.1% and 150 teachers are working at the high school. Teachers' mean levels of emotional intelligence the middle level was 3.28. Teachers' monthly income and significant differences in the levels of postgraduate training according to the variables of emotional intelligence have emerged. Teachers' emotional intelligence levels of age, gender, marital status variables did not show any significant change in. Emotional intelligence includes, interpersonal relations, stress management, understanding own feelings and understanding other people's feelings, adaptation to the conditions and environment capabilities. In this respect, emotional intelligence is of great importance. Emotional intelligence skills are advanced and senior teachers are expected to be peaceful and productive social life and work environment a happier.

Çelik and Deniz (2008) Studied to investigate whether or not there were differences between the emotional levels of Turkish scouts and scouts from other countries (England, Portugal, America, Holland, Norway and Ireland) with regards to the age and gender variables. The participants were 215 scouts who attended to an international scout camp in England. 90 of the participants were Turkish and 125 were from other countries. The age range of the scouts was 11-20. Results demonstrated that Turkish scouts’ emotional intelligence levels were significantly higher than the other countries’ scouts (p<0.001).

Lenka and Kant (2012) Studied a general agreement that learning is a lifelong process and an educator’s best practice involves dedication to lifelong learning and a commitment to personal & professional growth. For this educator’s must be equipped with sufficient knowledge, skill and awareness in order to carry out their jobs. One of the critical aspects involved in the development of a healthy, personally accountable, & successful person is Emotional Intelligence. In this study with a sample of 120 secondary school teachers results revealed that there is
significant positive relationship between emotional intelligence and professional development of secondary school teachers.

Jordan et al (2002) Studied the last decade, ambitious claims have been made in the management literature about the contribution of emotional intelligence to success and performance. Writers in this genre have predicted that individuals with high emotional intelligence perform better in all aspects of management. This paper outlines the development of a new emotional intelligence measure, the Workgroup Emotional Intelligence Profile, Version 3 (WEIP-3), which was designed specifically to profile the emotional intelligence of individuals in work teams. We applied the scale in a study of the link between emotional intelligence and two measures of team performance: team process effectiveness and team goal focus. The results suggest that the average level of emotional intelligence of team members, as measured by the WEIP-3, is reflected in the initial performance of teams. In our study, low emotional intelligence teams initially performed at a lower level than the high emotional intelligence teams. Over time, however, teams with low average emotional intelligence raised their performance to match that of teams with high emotional intelligence.

Jordan (2009) Studied organisational learning is a method of successfully dealing with continuous change. Emotional aspects of change, however, are not addressed in any detail. In this article, I explore the four branches of emotional intelligence, emotional awareness, emotional facilitation, emotional knowledge and emotional regulation to identify the links between organisational learning and emotional intelligence that contribute to successful organisational change. Although emotional intelligence has been identified as a predictor of workplace performance, little research has been conducted regarding the impact of the emotional intelligence on the behaviour of employees and managers during organisational change. Implications for managers are also discussed.

Foo et al (2005) Studied a departure from past research on emotional intelligence (EI), which generally examines the influence of an individual’s level of EI on that individual’s consequences, we examined relationships between the emotional intelligence (EI) of both members of dyads involved in a negotiation in order to explain objective and subjective outcomes. As expected, individuals high in EI reported a more positive experience. However, surprisingly, such individuals also achieved significantly lower objective scores than their
counterparts. By contrast, having a partner high in EI predicted greater objective gain, and a more positive negotiating experience. Thus, high EI individuals appeared to benefit in affective terms, but appeared to create objective value that they were less able to claim. We discuss the tension between creating and claiming value, and implications for emotion in organizations.

Jeloudar and –Goodarzi (2011) Examine the relationship between teachers' emotional intelligence and their job satisfaction index at senior secondary schools level. Participants were 177 educators who completed the Emotional Intelligence Scale (ECI), and a version of the Job Descriptive Index which is a scale used to measure six major factors associated with job satisfaction based on a selected demographic variable. The findings of the study showed that there were significant relationship between teachers' emotional intelligence and their job satisfaction. The study also revealed that there was a significant difference between teachers’ emotional intelligence and their academic degree levels. Further, significant relationship was found between teachers’ emotional intelligence and five factors of job satisfaction: (nature of the work itself, attitudes towards supervisors, relations with co-workers, opportunities for promotion, work condition in the present environment), but no significant relationship with one factor (salary and benefit) of job satisfaction.