CHAPTER 2

LITERATURE REVIEW

2.1 EMOTIONAL INTELLIGENCE

A search for the term ‘emotional intelligence’ returned 1,760,000 results in Google Scholar, 13,184 peer reviewed articles in Proquest and 3987 in EBSCO which suggests that Emotional Intelligence is well accepted in research literature. However, it is accepted that specific effort was not made to establish that Emotional Intelligence is accepted in research literature in the content of the thesis.

A comparative study of intelligence quotient and emotional intelligence: Effect on employees' performance by Gondal et al (2013) concluded that Intelligence Quotient was found to be insignificantly related with employees' performance revealing that IQ alone is not sufficient for the success of employees. Whereas, Emotional Intelligence was found to have significant relationship with employees' performance signifying that Emotional Intelligence is more important than Intelligence quotient at workplace. The study was carried out on 300 employees.

In the research titled Relevance of Emotional Intelligence for Effective Job Performance: An Empirical Study by Priti and Mohapatra (2010) to explore whether there was a relationship between emotional intelligence scores and scores from performance assessment checklist for a sample of 90 males and females from different streams of population were taken. The relationship was explored using an analysis of correlation analysis and
revealed statistically significant positive correlations between scores on the emotional intelligence scale and scores on the performance scales. They found that increased emotional intelligence scores were associated with increased performance among executives working in various sectors.

Blair et al (2011) in their research titled Emotional Intelligence in Marketing Exchanges found that Sales professionals with higher EI are not only superior revenue generators but also better at retaining customers. In addition, the authors demonstrate that EI interacts with key marketing exchange variables—customer orientation and manifest influence—to heighten performance such that high-EI salespeople more effectively employ customer-oriented selling and influence customer decisions.

The research by Shutika and Zubin (2010) titled Do Emotionally Intelligent People Do Well In All Jobs? Exploring The Moderating Role Of Inter – Personal Interaction, found that Emotional Intelligence was significantly related to job performance.

The article titled Why companies hire performance coaches to turn managers into leaders by Coate and Hill (2010), says that smart companies employ performance coaches to achieve greater levels of output, increase the use of emotional intelligence (EI) and improve communications in the workplace. Meanwhile, companies should consider numerous factors before hiring performance coaches including high visibility and credibility on the Internet.

Shooshtarian et al (2013) in their research carried out on a sample of 289 titled The Effect of Labor's Emotional Intelligence on Their Job Satisfaction, Job Performance and Commitment found that there was a significant relationship between the labor's emotional intelligence and their job performance.
Relevance of emotional intelligence for effective job performance: An empirical study by Mishra et al (2010) considered a sample of 90 males and females from different streams of population and found statistically significant positive correlations between scores on the emotional intelligence scale and scores on the performance scales. This means that increased emotional intelligence scores were associated with increased performance among executives working in various sectors.

Rozell et al (2006) studied the effect of Emotional Intelligence variables on the Performance of sales professionals. They hypothesized the constructs of emotional intelligence and dispositional affectivity as being positively related to sales force performance. Using performance as the dependent variable and emotional intelligence, dispositional affectivity as the independent variable, they conducted a study to analyze the relationship. They found that sales performance is significantly related to emotional intelligence and a combination of the measures of dispositional affect.

Nelson et al (2006), in their study focused on the importance of emotional intelligence in the education of students for the 21st century. The model of emotional intelligence developed by Nelson and Low (1977-2005) was presented and research findings indicating the importance of emotional intelligence skills in academic achievement were discussed. They recommended that education should be expanded to include the development of the emotional mind. The recommendation was supported by research in emotional intelligence and findings from affective neuroscience. They stated that if students are to develop essential life skills and the ability to think constructively and act wisely, the emotional mind must be understood and considered central to education for the 21st century.

Mayer et al (2008), conceptualized that Emotional Intelligence as an ability--is an important variable both conceptually and empirically, and it
shows incremental validity for predicting socially relevant outcomes. This was discussed in detail in their paper titled Emotional Intelligence: New ability or eclectic traits?

The Bar-on model of Emotional-Social Intelligence (ESI) by Reuven Bar-on (2006) is an empirically based theoretical paper that, presents, describes and examines the Bar-On Model of ESI. The impact of age, gender and ethnicity on the Bar-On model is also presented.

Thorndike (1920) in his research titled “Intelligence and its uses” describes in detail the skill of understanding and managing other people.

Howard Gardner (1983) proposed a new theory and definition of intelligence in the book titled Frames of Mind: The Theory of Multiple Intelligences. The basic question he sought to answer was: Is intelligence a single thing or various independent intellectual faculties? Gardner describes his work with two distinct populations as the inspiration for his theory of Multiple Intelligences. Early in his career, he began studying stroke victims suffering from aphasia at the Boston University Aphasia Research Center and working with children at Harvard's Project Zero, a laboratory designed to study the cognitive development of children and its associated educational implications. Gardner concluded from his work with these two populations that strength in one area of performance did not reliably predict comparable strength in another area. With this intuitive conclusion in mind, Gardner set about studying intelligence in a systematic, multi-disciplinary, and scientific manner, drawing from psychology, biology, neurology, sociology, anthropology, and the arts and humanities. This resulted in the emergence of his Theory of Multiple Intelligences (MI Theory) as presented in Frames of Mind (1983).
Aydin et al (2005) studied the impact of IQ and EQ on pre-eminent achievement in organizations its implications in the hiring decisions of HRM specialists. They also examined IQ and EQ as determinants of pre-eminent achievement in organizations to help HRM specialists in selecting more appropriate job applicants, having potential for outstanding performance in their career paths. Several EQ elements were proved the most important in the achievement. However, IQ elements still play a very important role in superior performance. Results also exhibit that correlation of IQ and EQ levels of superior performers is significant and strong. In conclusion, HRM specialists have to test both IQ and EQ in the hiring process, to create a high-performing workforce in their organizations.

Lam and Kirby (2002) investigated whether emotional intelligence would account for increases in individual cognitive-based performance over and above the level attributable to traditional general intelligence. The authors measured emotional intelligence with the Multifactor Emotional Intelligence Scale (MEIS) (Mayer et al 1997). As measured by the MEIS, overall emotional intelligence is a composite of the 3 distinct emotional reasoning abilities: perceiving, understanding, and regulating emotions (Mayer and Salovey 1997). Although further psychometric analysis of the MEIS is warranted, the authors found that overall emotional intelligence, emotional perception, and emotional regulation uniquely explained individual cognitive-based performance over and beyond the level attributable to general intelligence.

Higgs and Dulewicz (2004) studied the different approaches to the development of Emotional Intelligence (EI). They also tried to explore if Emotional Intelligence can be developed. Technical data on the instruments used to measure EI, the Emotional Intelligence Questionnaire (EIQ) devised by Dulewicz and Higgs (2000) and the EQ-i designed by Bar-On (1997), are
reported. Findings from three studies involving managers, team leaders and the skippers and crews from a round-the-world yacht race were used to explore whether Emotional Intelligence scores change after training and other experiences. A revised model to explain how the elements of Emotional Intelligence are related to each other was presented and tested, and possible explanations of why some elements are more amenable to development actions are proposed.

Akasha (2005) studied the importance of Emotional Intelligence, and the importance and expression of emotions. According to the author what we need to ensure is that emotions are appropriate to the circumstances and to do this we need to develop emotional intelligence, which researchers now consider to be far more important than traditional IQ.

Poskey (2004) explains the meaning of Emotional Intelligence and how Emotional Quotient is different from personality; Emotional Quotient Competencies that correlate to workplace success; and Emotional Intelligence's impact on the bottom line. The research proved the value of having highly emotionally intelligent employees make up the workforce if the organization wanted a competitive advantage in this highly competitive business world.

Liptak (2005) in his study about the use of emotional intelligence to help college students succeed in the workplace, states the characteristics that are sought by recruiters and prospective employers in graduating college students. He suggested that Emotional Intelligence (EI) skills are as important as job-related skills. According to the researcher, Emotional Intelligence is an excellent framework to use in helping college students find a job and succeed in the workplace.
Salovey and Grewal (2005) in their study of Emotional Intelligence and the contemporary issues relating to the same state that the theory provides a useful framework for studying individual differences in abilities related to processing emotional information. Despite measurement obstacles, the evidence in favor of emotional intelligence is accumulating. Emotional intelligence predicts success in important domains, among them personal and work relationships.

Daniel Goleman (1988) in his book titled *Working with emotional intelligence* developed the argument that non-cognitive skills can matter as much as I.Q. for workplace success and for leadership effectiveness. He argues that workplace competencies based on emotional intelligence play a strong role in star performance, in addition to intellect or technical skill, and that both individuals and companies will benefit from cultivating these capabilities.

Petrides et al (2007) define trait Emotional Intelligence, not as a cognitive ability, but as a collection of personality traits concerning people's perceptions of their emotional abilities. Using a sample of \( n = 274 \) (92 males) the researchers explore how these traits predict numerous outcomes (such as life satisfaction, coping strategies, and rumination) much better than a host of other variables. The paper also shows that there are significant individual differences in people's perceptions of their emotional abilities. According to them some of us are very confident we can understand and regulate our feelings, while others feel overwhelmed by them. These perceptions are generally stable over time and have a direct influence on mood, behavior, achievement, and action. Martins et al (2010), in their research titled *A comprehensive meta-analysis of the relationship between Emotional Intelligence and health*, with reference to a recent meta-analysis by Schuttle and Brown (2006) indicated that EI is associated with better health expanded
their work by including: (1) studies published after the date considered by them; (2) non-English studies; and (3) a cumulative meta-analysis to check for the sufficiency and stability in the history of this research domain. Based on 105 effect sizes and 19,815 participants, the results globally support previous findings. When measured as a trait, Emotional Intelligence was more strongly associated with health ($r = .34$) than when it was measured as an ability ($r = .17$). The weighted average association with mental ($r = .36$) and psychosomatic health ($r = .33$) was higher, than the association with physical health ($r = .27$). Within the trait approach, the TEIQue showed the strongest association with mental health ($r = .50$), followed by the EQ-i ($r = .44$), SEIS ($r = .29$) and TMMS ($r = .24$). Furthermore, the cumulative meta-analysis indicated that this line of research has already reached sufficiency and stability. Overall, the results are encouraging regarding the value of Emotional Intelligence as a plausible health predictor.

2.2 LOCUS OF CONTROL

In the article titled ‘Generalized expectancies for internal versus external control of reinforcement’ the construct of generalized by Rotter (1966), expectancies for internal versus external control of reinforcement is used as a model to present a brief on the importance of broad theory and training in theory construction and evaluation in psychology. Specifically, the extraordinary heuristic value of this construct is attributed to four characteristics: the nature of the definition, the careful imbedding of the construct in a theoretical context, the use of a broad behavior theory in construction of a measure of individual differences, and the programmatic nature of the original research as well as the format of the early publications. Reevaluation of the characteristic criteria for publication of research studies
and for the evaluation of promotion or advancement for psychologists involved in research activities is also discussed.

The purpose of this study titled The Effects of Locus of Control on Learning Performance: A Case of an Academic Organization by Kutans et al (2011) was to research what influences the locus of control has on the Learning performance of students. The research it is concluded that learning performances of the students with internal locus of control are high, and they are more proactive and effective during the learning process. On the other hand, the ones with external locus of control are more passive and reactive during this period.

Research by McKnight and Wright (2011) titled Characteristics of Relatively High-Performance Auditors found that higher-performing auditors emphasized the importance of the three dimensions of the work of an auditor; lower-performing auditors did not. Higher-performing auditors were more inclined to extend standardized audit procedures. Finally, auditors who are more proactive regarding the performance of audit judgment tasks and decisions, i.e., they have more of an internal versus external locus of control, were associated with higher levels of job performance.

Achievement Goals, Locus of Control, and Academic Success in Economics by Hadsell (2010), focussed on the role played by motivation, fears, feelings of control, and the interest and enjoyment of the subject under study. The author examines a number of factors including the academic achievement, fear of failure and the source of control.

Results of the research titled Does Individual Locus of Control Matter in a JIT Environment? by Byrne (2011) show that involvement for both internal and external LOC managers in a JIT environment is crucial in improving perceived performance but that involvement is more efficient for
internal LOC managers as these managers' performance improves at a greater rate.

The purpose of the study ‘Job satisfaction, powerlessness, and locus of control’ by Bush (1988) was to examine the factors that influence the work satisfaction among nurses. The study also explored the relationship between Locus of Control and perceptions of the powerlessness and their joint effect on job satisfaction.

Martin et al (2003), in interviews with 1st-year university students selected as high or low in either self-handicapping or defensive pessimism identified (a) personal perspectives on the nature of self-handicapping and defensive pessimism, (b) the perceived reasons why they engage in these strategies and the perceived advantages that follow from them, and (c) the extent to which ego goals and task goals mark their approach to their studies. The data confirm previous quantitative research and also provide important qualitative information on the congruencies and differences in goal orientation for self-handicappers and defensive pessimists, the social and academic costs of self-protective behavior, the control students feel they have over their self-protective behavior, and the roles of the family and students' culture in their tendency to self-protect.

The study Factors Influencing Levels of Credit-Card Debt in College Students by Norvilitis et al (2003), examined the relationship between money attitudes, impulsivity, locus of control, life satisfaction, and stress and credit-card debt in 227 college students. Students reported an average credit-card debt of $ 1,518, with over 75% of students holding at least one credit card. Students with credit cards from on-campus solicitation had higher debt-to-income ratios than did those with credit cards from other sources. Personality variables were generally unrelated to level of debt, although they were related to attitudes toward money. Many students
requested information about credit and debt, suggesting that knowledge of financial issues may be an important variable for future consideration.

‘Achievement motivation and attribution theory’ by Weiner (1974) he focused his attribution theory on achievement (Weiner 1974). He identified ability, effort, task difficulty, and luck as the most important factors affecting attributions for achievement. Attributions are classified along three causal dimensions: locus of control, stability, and controllability. The locus of control dimension has two poles: internal versus external locus of control. The stability dimension captures whether causes change over time or not. For instance, ability can be classified as a stable, internal cause, and effort classified as unstable and internal. Controllability contrasts causes one can control, such as skill/efficacy, from causes one cannot control, such as aptitude, mood, others’ actions, and luck.

In Line of Life, Gershaw (1989) tries to provide knowledge of available choices in living. Rather than merely describing behavioral problems, he gives readers options in dealing with problems. Or if he cannot point out available options, he refers the readers to others that can provide them with this information.

Psychology and life by Zimbardo (1985) is a classic text that emphasizes the science of psychology, with a special focus on applying that science to students' daily lives. Psychology and Life continues to provide a rigorous, research-centered survey of the discipline while offering students special features and learning aids that will spark their interest and excite their imaginations. The eighteenth edition, which has been thoroughly updated to reflect the latest cutting-edge research, features an increased emphasis on critical thinking, new practice tests at the end of each chapter, a beautiful new design and an updated art program.
The researchers Tesniny et al (2007) in their research titled: The relationship of three measures of childhood depression to academic underachievement, based on the assumption that clinical features of depression (short attention span, lethargy, poor memory and shortened task persistence) appear to be incompatible with effective learning. They considered three measures of childhood depression (Peer Nomination Inventory for Depression, Children's Depression Inventory, and an ad hoc teacher rating) were correlated with scores from the Peabody Individual Achievement Test and the Stanford Achievement Test. IQ was statistically controlled to provide a direct measure of underachievement and analyses were conducted separately for males, females, and the combined sample in a sample that was homogeneous for socioeconomic status. Although intercorrelations among the variables indicated that the sample was appropriate to test the hypothesis, only a few significant correlations were found. These findings suggest that if depression causes academic underachievement, it is a weak or uncommon effect.

Blaha and Chomin (1982), investigated the relationship between eight dimensions of reading attitude and measures of academic aptitude, locus of control, and field independence for sample of 322 inner-city Detroit fifth graders. Verbal academic aptitude correlated significantly with the Expressed Reading Difficulty, Reading Anxiety, Silent vs. Oral Reading, and Reading as Enjoyment reading attitude dimensions, while nonverbal academic aptitude correlated with Expressed Reading Difficulty and Reading Anxiety. The Expressed Reading Difficulty, Reading Anxiety, Reading Group, Reading as Direct Reinforcement, and Reading as Enjoyment dimensions were significantly related to the I+ score; reading attitudes were not related to the I- score. Only the Expressed Reading Difficulty dimension correlated with field independence.
In the research titled: The relationship between children's locus of control and perceptions of home, school, and peers, Nunn (1988) found significant correlations of locus of control as a predictor of children's perceptions for 487 boys and girls in Grades 5–8 and implicates locus of control in understanding children's self-perceptions of adjustment and in promoting increased personal responsibility and beliefs in control over learning outcomes and behavior.

The study: The effect of individual goal-setting conferences on academic achievement and modification of locus of control orientation, by Gaa (1979) was designed to investigate the effects of individual goal-setting conferences on classroom achievement and locus of control orientation. Subjects were blocked on sex and previous achievement and randomly assigned to one of three treatment groups: the Goal-Setting (GS) group, which received weekly individual goal-setting conferences; the Conference (Cf) group, which received weekly individual conferences but set no goals; and the Control (C) group, which received no conferences. Analyses of the data showed a significant treatment effect for achievement across treatment groups, with the GS group having significantly higher achievement than the Cf and C groups. Treatment effect across locus of control measures across treatment groups was less clear, although post hoc analyses indicated that the GS group was significantly more internal than either the Cf or C groups on the three intellectually oriented measures.

A literature review titled “Locus of Control and Academic Achievement: A Literature Review” by Findley and Cooper (1983), on the relationship between locus of control (LOC) and academic achievement revealed that more internal beliefs are associated with greater academic achievement and that the magnitude of this relation is small to medium. Characteristics of the participants in the reviewed studies and the nature of the
LOC and academic achievement measures were investigated as mediators of the relation. The relation tended to be stronger for adolescents than for adults or children. The relation was more substantial among males than among females. Stronger effects were associated with specific locus of control measures and with standardized achievement or intelligence tests than with teacher grades.

The present study by Kernis and Reis (1984) titled: Self-consciousness, self-awareness, and justice in reward allocation, investigated the impact of both chronic levels (public and private self-consciousness), and experimentally induced self-awareness on responsiveness to concurrently operative but opposing standards of justice in an allocation of pay situation. Subjects were exposed to an externally based (equity) standard and an internally based (equality) standard before dividing pay between themselves and a coworker. The results indicated that high public, low private self-consciousness persons conformed to the external standard by allocating equitably; high private, low public individuals confirmed to the internal standard by allocating equally. Further, subjects who divided their pay in the presence of a mirror allocated most equitably, followed by those whose allocations were made public, while those allocating in private allocated most equally. These latter results were discussed in terms of Wicklund and Hormuth’s (1981) vs. Hull and Levy’s (1979) conception of self-awareness phenomena. Finally, the importance of the self as a source for evaluating differing criteria of justice was discussed.

The study: Cognitive evaluation theory, locus of control and positive verbal feedback, by Lonky and Reihman (1980), tests the hypothesis that individual differences in locus of control orientation may mediate elementary school students’ responses to positive verbal feedback. A total of 30 kindergartens through fourth grade subjects were assessed for locus of
control orientation using the Bialer Children's Locus of Control Questionnaire. To establish a baseline measure of initial intrinsic interest, the students were randomly ordered and individually observed during a 10 minute free-choice session in which they were free to engage in various cognitive learning activities. Verbal praise treatment subjects then spent two 30 minute sessions working on a target activity. Children were asked to write down and/or draw pictures of everything that they did. During these work periods subjects individually received positive verbal feedback statements. Subsequently, a post-test session identical to the free-choice pre-test was conducted. Time spent at the target activity during the post-test was the dependent variable. Verbal praise acted to increase intrinsic motivation for subjects higher on internal locus of control. For individuals lower in locus of control verbal praise appeared to decrease motivation. For individuals with an external locus of control orientation, it appears that verbal praise given in support of individual performance on intrinsically motivated tasks may actually reduce intrinsic motivation when that praise is no longer forthcoming.

The purpose of the book, Social learning and clinical psychology, by Rotter (1954), is to arrive at a systematic theory from which may be drawn specific principles for actual clinical practice, and to illustrate some of the more important applications of the theory to the practice. Rather than attempt to apply this theory to all the problems facing the clinical psychologists, we have chosen to apply it to only two of the clinician's most important problems--the measurement of personality (personality diagnosis) and psychotherapy. Even in these broad areas the application is more illustrative than comprehensive. The theory presented is not a closed system--a precise mathematical formulation that allows for strictly logical and invariable deductions regarding specific events. Nevertheless, the theory attempts to
provide carefully defined constructs and to express as explicitly as possible at this time the relationships among those constructs.

The book: “The psychology of interpersonal relations” by Heider (1958), examines people's naive, intuitive understanding of interpersonal events. These commonsense inferences sometimes are biased, but nonetheless mediate interpersonal relations. The book presented the idea of attribution, which profoundly influenced the next two decades of work in social psychology. This book provides a rich examination of commonsense psychology, people's naive understanding of events in their worlds. The book had an enormous influence on the development of the general problem of how people perceive one another and the more specific area of attribution theory in social psychology.

Jones et al (1972) in their book: Attribution: Perceiving the Causes of Behavior, have presented attribution theory as a potentially useful framework for understanding the workings of operant conditioning principles. Causal attributions for the receipt of reinforcements are posited to have a moderating effect on reinforcement predictions emanating from the law of effect. Attributions are hypothesized to explain the effects of reinforcements, the workings of reinforcement schedules, and the administration of reinforcements.

Weiner (1974) in his research ‘Achievement motivation and attribution theory’, proposes a theory of motivation and emotion in which causal ascriptions play a key role. Evidence is presented indicating that in achievement-related contexts there are a few dominant causal perceptions, and it is suggested that the perceived causes of success and failure share the three common properties of locus, stability, and controllability, with intentionality and globality as other possible causal structures. The perceived stability of causes influences changes in expectancy of success; all 3
dimensions of causality affect a variety of common emotional experiences, including anger, gratitude, guilt, hopelessness, pity, pride, and shame. Expectancy and affect, in turn, are presumed to guide motivated behavior. The theory therefore relates the structure of thinking to the dynamics of feeling and action. Analysis of a created motivational episode involving achievement strivings is offered, and numerous empirical observations are examined from this theoretical position. The strength of the empirical evidence and the capability of this theory to address prevalent human emotions are stressed, and examples of research on parole decisions, smoking cessation, and helping behavior are presented to illustrate the generalizability of the theory beyond the achievement-related theoretical focus.

Rotter (1954) in his research titled: Social learning and clinical psychology, proposes to arrive at a systematic theory from which may be drawn specific principles for actual clinical practice, and to illustrate some of the more important applications of the theory to the practice. Application is more illustrative than comprehensive. The theory presented is not a closed system--a precise mathematical formulation that allows for strictly logical and invariable deductions regarding specific events. Not only does this theory require extensive development before it may be considered even to approximate a precise mathematical model for a system, but it must also be regarded as only tentatively tested in regard to both experimental and clinical empirical evidence. Nevertheless, the theory attempts to provide carefully defined constructs and to express as explicitly as possible at this time the relationships among those constructs.

Generalized expectancies for internal versus external control of reinforcement, by Rotter (1966), based on the assumption that effects of reward or reinforcement on preceding behavior depend in part on whether the person perceives the reward as contingent on his own behavior or independent
of it. Acquisition and performance differ in situations perceived as determined by skill vs. chance. Persons may also differ in generalized expectancies for internal vs. external control of reinforcement. This report summarizes several experiments which define group differences in behavior when people perceive reinforcement as contingent on their behavior vs. chance.

### 2.3 COGNITIVE COMPETENCIES

Allen et al (2005) describe a new conceptual model for measuring competencies of higher education graduates. The proposed instrument can become a valuable tool for higher education quality management, policy evaluation, and scientific research.


Grzeda (2005) aims to consider other perspectives of managerial performance while competence framework continues to be plagued by unresolved conceptual ambiguity. The research found that sources of conceptual ambiguity are rooted in treating competence as both independent and dependent variables in relation to managerial performance. A managerial learning framework and a career perspective may offer less ambiguous, more promising conceptual frameworks for managerial performance.

‘Managing: A competency based approach’, by Hellriegel et al (2008), is a unique text that blends theory, applications and innovation to prepare one with the skills most critical for management success today. The texts of today's management principles and proven, interactive learning features throughout the book focus on six managerial competencies--self-management, strategic action, planning and administration, global awareness, and teamwork. The authors developed these competencies based on input
from hundreds of successful managers in business of all types and sizes to help streamline one’s personal managerial development.

In his papers Rowe (1995) distinguishes between “competence” and “competency”. He argues that competence and competency models have been used in three different areas: recruitment, skill assessment and development. Considering competence models, such as the MCI standards in the area of skill assessment, which focus on what people can do; require clear, measurable standards; and exclude grading. Discusses behavior inventories – which focus on how people behave and can be graded in relation to recruitment and staff development. He makes a distinction between intellectually based and morally based behaviors which allows a “dartboard” model to be created with “hard” competences at the center, phasing out through intellectually based behaviors to “soft” morally based behavior at the periphery. Behaviors, capabilities and attributes are added to the vocabulary, hopefully to provide greater clarification.

According to Hoffmann (1999), the term “competency” has not been clearly defined in the literature. Two main meanings of the term have been identified, one referring to the outputs, or results of training – that is, competent performance. The other definition referring to the inputs, or underlying attributes, required of a person to achieve competent performance. Each definition has been used to describe both individual and organizational competencies. A typology of the meanings of competency has been developed to show that the term has several meanings depending on the purpose for which it is used. The implications developed in this paper are directed toward reducing the confusion over the meaning of the term competency.

In his research, Van Assen (2000) explores the relation between agile management and time-based competence management, and study its adoption in small batch discrete parts manufacturing environments with the
help of a coarse fact-finding survey research. Agile manufacturing is largely
dependent on the capabilities of its people to learn and evolve with change.
However, while agile manufacturing uses e-commerce enabled technology in
a decentralized organizational setting, it remains unclear how these individual
capabilities should be linked to other organizational resources to create an
agile organization.

Winterton et al (2005) explored the definitions and usage of
competence, especially in the context of training and development initiatives
in the USA, UK, France and Germany, seeking to clarify the concept by
incorporating knowledge, skills and competences within a holistic
competence typology.

Trautwein (2009) in this study examined the determinants of
homework motivation and homework effort in six school subjects at three
levels: student level, classroom level, and school level. He hypothesized that
several factors—including stable personality characteristics such as gender
and conscientiousness, students' domain-specific homework motivation, and
characteristics of homework assignments—have concomitant effects on
student homework effort. The sample consisted of 511 students in Grades 8
and 9. Across all six school subjects, multilevel modeling showed that
students' homework motivation and homework effort varied primarily as a
function of their shared perceptions of homework quality and control
(classroom level) and of their conscientiousness, individual perception of
homework quality, and expectancy and value beliefs (student level). Domain-
specific patterns were found for student gender in line with gender
stereotypes. Cognitive ability, family background, and parental homework
help or control were only loosely associated with homework motivation and
homework effort.
Finn (1993) proposes to offer a coherent critique of the concept of managerial frameworks of competence through the exploration of the problems of generalizability and abstraction and the “scientific” assumptions of management.

Boyatzis (1993) in his paper enumerates the development of competencies that are needed to be effective managers and leaders require program design and teaching methods focused on learning. He describes a model of EI that will enable people to intelligently use their emotions in managing people and be more effective in their workplace.

Employment-related key competencies: a proposal for consultation/the Mayer Committee, 1992, presents a draft proposal for the set of Key Competencies and the development of nationally-consistent approaches to assessment and reporting on young people’s achievements in the Key Competencies.

2.4 EMOTIONAL INTELLIGENCE AND LOCUS OF CONTROL

Usha Kulshreshtha and Chandrani Sen (2006) in their paper titled subjective wellbeing in relation to emotional intelligence and locus of control among executives found high emotional intelligence and internal locus of control are correlates of subjective wellbeing. They also found Correlation between Emotional Intelligence and positive affect and a significant correlation between internal locus of control and positive affect.

Sanjay Kumar Singh (2006) in his research titled social work professionals emotional intelligence, locus of control and role efficacy: an exploratory study, found a significant positive relationship between emotional
intelligence and locus of control. As there is an increase in Emotional Intelligence there is a corresponding increase in internal Locus of Control.

Schuttle and Brown (2006) in their study titled ‘Direct and indirect relationships between emotional intelligence and subjective fatigue in university students’, sought to examine the Direct and indirect relationships between Emotional Intelligence and subjective fatigue in University students. They found that higher Emotional Intelligence was associated with less fatigue.

2.5 LOCUS OF CONTROL AND PERFORMANCE

Charles et al (1997) in their research: The relationship of locus of control to academic performance among dental students, 58% of the males were found to be externally oriented while 68% of the females were found to be externally oriented. They also found that students classified as internals achieved higher course grades.

It was found that nurses were more externally controlled than managers.

Andrews and Frank Meredith (1991) in their study found the following:

1. Males were more internally oriented than females
2. Locus of Control is a significant predictor of academic success as measured by GPA
3. Internals demonstrated a statistically significant higher GPA

In a study conducted on 104 people by Brenenstuhl and Badgett (1997) titled prediction of academic achievement in a simulation mode via
personality constructs, they found that internals obtain better scores than externals.

A study titled “Relationship between quality of home environment, locus of control and achievement motivation among high achiever urban female adolescents” done by Bansal et al (2006) on a sample of 100 adolescents, concluded that 60% of the achievers showed Internal Locus of Control, and significantly greater proportion of high achievers with average level of achievement motivation showed internal locus of control.

Nunn and Nunn (1993), conducted a research “Locus of Control & School Performance: Some implications for Teachers” and found that Internal Locus of Control was found to be a positive factor in predicting academic performance. They also found that External Locus of Control is associated with barriers to academic performance.

Smith Carol and Richard Mihans (2009) found External Locus of Control was related to lower academic achievement and higher rates of dropping out in their research titled “Raising issues of student Locus of Control: Beginning a longitudinal study”

Findely and Cooper (1983) while examining the relationship between locus of control and academic performance found that more internal beliefs are associated with greater academic achievement.

Messer (1972) in his study to find out whether academic performance is dependent on locus of control concluded that Internals were shown to have higher grades and achievement test scores than externals.

While trying to confirm the predictive validity of several antecedents to students' early perception of student performance in collegiate
courses Garger et al (2010) in their paper titled ‘Early antecedents to students expected performance’ found that students with internal locus of control more readily exhibit the sustained goal-related behaviors requisite for success.

Kazumi et al (2006) in their research titled study of the relationship between character and academic performance of nursing students before/after clinical training found that an academic performance is closely related to internal locus of control.

Khoo-Ong and Pee Ying (1986) in their research Locus of Control, Self-concept, past performance and socio economic status in relation to the academic achievement of Singapore technical college students, found a Positive significant relationship existed between students’ academic achievement and their past performance

Stephenie (2006) examined the relationship between Locus of Control and academic achievement and concluded that Students in the higher GPA group reported higher scores on internal Locus of Control.

Siri and Sur (2007) in their research paper done among hospital personnel found that nurses were more externally oriented when compared to the managers. They also found that employees with greater work experience were more internally controlled.

Gifford et al (2006) conducted a sample survey to explore the relationship between LOC and academic achievement found that LOC is a significant predictor of academic success as measured by GPA and that internals demonstrated a significantly higher GPA

Gary (1993) in his study provided a rigorous test for the utility of LOC in explaining employee performance. He found that internals exhibit
higher initiative performance while externals exhibit higher complaint performance.

Osmete (2007) in their research on youth were able to establish that LOC is strongly related to success and achievement of personal goals.

Hampton (2005) found significant correlation between LOC and procrastination ie; external LOC intended to procrastinate more. He also found that External LOC also causes a person to have low perseverance and Internals feel more confident and procrastinate less.

Bansal et al (2006) in their research established that 60% of high achievers showed internal LOC and a significantly greater proportion of high achievers with average level of achievement motivation showed internal LOC.

Nunn and Nunn (1988) in their paper found that Internal LOC was found to be a positive factor in predicting academic performance.

Njus et al (1999) in their paper found that students with internal LOC showed better adjustment to college in terms of academic achievement and social adjustment.

Findley and Cooper (1983) found were able to establish through their research that more internal beliefs are associated with greater academic achievement.

Messer (1972) in his study found that Internals were shown to have higher grades and achievement test scores than externals even when IQ and cognitive impulsivity were statistically controlled.
Garger et al (2010) in exploring the early antecedents to students expected performance found that students with internal LOC more readily exhibit the sustained goal-related behaviors requisite for success.

Kazumi et al (2006) while exploring the relationships between LOC and academic performance found that students’ academic performance is closely related to internal LOC.

Stephanie et al (2006), Allen (1974) in separate studies found that students with a higher GPA reported higher scores on internal LOC.

### 2.6 EMOTIONAL INTELLIGENCE, COGNITIVE COMPETENCIES AND PERFORMANCE

In the research by Marquez et al (2006) titled ‘Relating emotional intelligence to social competence and academic achievement in high school students’ it was found that students with high Emotional Intelligence tended to be more pro-social and perform better in school. This suggests that integrating lessons on socio-emotional learning in schools might improve students’ performance, decrease maladaptive behavior and increase pro-social behavior (Guil et al 2005, Guil et al 2004).

Tao in a study titled: Emotional intelligence and its significance in education process, concluded that emotional intelligence plays important role in one’s academic success and mental health. So it has significance in school education to pay attention to cultivating the students’ emotional intelligence.

Nelson et al (2004) in a paper presented at the national conference of the American college personnel association in Philadelphia Pennsylvania titled : Emotional Intelligence: A New Student Development Model, have stated that improving emotional intelligence is a key factor in physical and
mental health, academic achievement, personal satisfaction, and career excellence.

Berrocal and Ruiz (2010) in their study titled emotional intelligence in education, have examined the educational policies of various countries, presented the theoretical models of Emotional Intelligence and summarized the relevance of Emotional Intelligence in personal and school success.


Cote and Miners (2006) in their study titled: Emotional Intelligence, Cognitive Intelligence, and Job Performance, found that emotional intelligence and cognitive intelligence are compensatory with respect to task performance and Organizational Citizenship Behavior Directed at the Organization (OCBO). Emotional intelligence becomes a stronger predictor of task performance and OCBO as cognitive intelligence decreases. Our results reveal that employees with low cognitive intelligence perform tasks correctly and engage in OCBO frequently if they are emotionally intelligent.

Chastukhina (2002) in a research titled: On the role of emotional intelligence in organizations, states that because of the impact of Emotional Intelligence on today’s organizational success, it is critical to implement effective EQ training into university curricula in order to prepare students for thriving corporate careers and successful personal relationships.

Lam and Kirby (2002) in their study titled: Is Emotional Intelligence an Advantage? An Exploration of the Impact of Emotional and General Intelligence on Individual Performance, found that overall emotional
intelligence was related to performance in that higher emotional intelligence was associated with better scores on one measure of cognitive performance. They state that individuals with high emotional intelligence may use buffering techniques to internally encapsulate and segregate emotions so that they do not interfere with task performance. Because individuals with well-developed emotional intelligence are able to identify and control their own emotions and those of others, they are less likely to be paralyzed by fear, hijacked by negative emotions, and strangled by anxiety, all of which have negative effects on both individual and team performance (Seipp 1991).

The results of the study titled ‘Emotional Intelligence and Task Performance’, by Schuttle et al (2001) found that those with higher emotional intelligence would perform better on a cognitive tasks. The results also showed that when individuals encounter difficulties in working on a cognitive task, they are better able to ward off the detrimental emotional effects of the difficulties and persist on the task.

In the study titled: Emotional Intelligence: What it is and Why it Matters, Cherniss states that as the pace of change increases and the world of work makes ever greater demands on a person’s cognitive, emotional, and physical resources, emotional intelligence will become increasingly important.

Abdullah (2006) in the research titled: EI and Academic Achievement: A study in Kolej Matrikulasi Perils, found that the dimension of emotional intelligence for self-motivation significantly explains the variance in academic achievement and recommends the necessity to cultivate this aspect for enhanced academic achievement.

The Need for the Integration of Emotional Intelligence Skills: by Abraham (2006) states that business educators, in particular, have the
responsibility to provide their graduates with a strong foundation in both technical and emotional training so that they will be well-rounded individuals, and hence worthy employees, effective managers and dynamic leaders.