Chapter

REVIEW OF RELATED LITERATURE
CHAPTER-II
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After selecting the problem and before the starting of research, it is essential to do survey of related literature. It equips the researcher with adequate information regarding the field in general and problem in particular. Review of related literature is an important and crucial aspect of research project which means to locate and evaluate the past as well as current literature of research concerned with the planned investigation. The time spent in such a survey is a wise investment. “Review” means to organize the knowledge of the specific area of research to evolve an edifice of knowledge to show that present study would be an addition to this field. It provides the investigator necessary knowledge and insight on what to start and how to start. According to Brog, “The literature in any field forms the foundation upon which all future will be built. If we fail to build the foundation of knowledge provided by the review of literature, our work is likely to be shallow and will often be duplicate work that has already been done better by someone else.”

According to Best, “By the review of previous literature we can bridge the gap between new and old knowledge and the new researcher will not feel that he has jumped from one shore to another but feels that he is doing his work systematically and correctly.”

The physicians must remain acquainted with the latest knowledge, innovations and discoveries in the field of medicine to treat the patients. Accordingly, the successful lawyer must also remain well informed with the cases as to quote those cases for further reference of the case at hand. In the same way in the field of education also, a researcher needs to acquaint himself with the latest knowledge, information about what has been done in the particular area from which he intends to take up a research problem. In order to solve a particular problem, a careful review of the research journals, books, dissertations, thesis and other sources of information related to the problem must be undertaken after the problem has been selected by the researchers.
In its most generalized way the survey of related literature has been found to serve the following specific purposes:

1. To know whether the evidence already available solves the problems adequately without further investigations and thus, to avoid the risk of duplication.
2. To provide the ideas, theories, explanations or hypothesis valuable in formulating the problem.
3. To contribute to the general scholarship of the investigator.
4. To suggest methods of research appropriate to the problem.
5. To locate comprehensive data useful in the interpretations of the results.
6. To define the limit of field.
7. To state the objectives clearly and precisely.
8. To avail the researcher to know about the tools and instruments which prove to be useful and promising.

Therefore, the investigator thought it essential to review the related literature to study the specific problem. In the process, she took the help of some local libraries. These have been viewed under these major headings.

**2.1. Studies Related to Classroom Performance of Teachers**

Pachauri (1983) conducted a study on Proficiency in teaching as a function of personality factor, frustration and sex with a sample consisted of 160 teachers (80 males and 80 females) teaching in different colleges of Agra city. The objective of the study was to assess the personality factors, mode of frustration and sex in influencing proficiency in teaching. On the basis of the study he found that female teachers were more proficient in teaching than male teachers.

Chathley (1984) conducted a study on teaching competency with the objectives to find out the difference in male and female trainees at all stages of training in the micro and macro teaching. The sample consisted of 90 trainees comprising 45 males and 45 females with the findings that there was no significant difference in the general teaching competence between male and
female trainees as a result of training in integrated skills. In the same year Wangoo (1984) also conducted a study with the aim to study teacher personality correlates and scholastic competence as related to effective teaching. The sample consisted of 500 teachers from high secondary schools of Srinagar District. The major finding was personality, adjustment, high degree of intelligence and emotional control were the main characteristics that went with teacher effectiveness.

Sethi & Patel (1985) in their study on Creativity, Intelligence, Emotional Maturity and Self-Acceptance in Relation to Teacher Effectiveness concluded that the teacher with high scores on creativity intelligence and emotional maturity were more effective teachers than those with low scores in these variables. In the same year Singh (1985) in his study on teachers trained through integrated and traditional methods in terms of attitude towards teaching, teaching competence and role performance with the objective to compare the attitude, teaching competence and role performance of the teachers trained through 4 year integrated B.Ed program or 1 year traditional program. The sample consisted of 120 teachers trained in the regional colleges of education at Bhopal and Ajmer. He concludes that in teaching competence and role performance the teachers with low experience, from urban areas and female group had higher scores and science teachers develop a positive relationship in attitude and role performance than arts teachers.

Further in the same year Subbarayan (1985) in his study with a sample of 69 teachers who were evaluated as effective teachers both by students and colleagues find the relationship between teacher effectiveness and age, gender and experience of the teachers. It was concluded that age, gender and experience of teacher had no significant effect on teacher effectiveness.

Bharmwari (1986) conducted a study with the sample of 1000 women teachers selected from central Gujrat with the objectives to study the role perspective of women teachers of secondary schools from urban and rural areas and to compare the role perspective of women teachers having different teaching experience. The major findings were that the science graduate teachers had higher role perspective than arts and commerce and the role perspective did not depend
on the age and experience of the teachers and the women teachers coming from urban area had a better role perspective than those from rural area.

Mahapatra (1987) conducted a study and found that sex had a significant effect on teaching success but regional background did not have a significant effect. In the same year Mathur (1987) carried out a study on attitude of teachers towards creative learning and teaching with the objectives to know the attitude of teachers of pre higher secondary schools stage on the basis of age, sex, teaching experience and academic discipline. The sample comprised of six hundred teachers of Agra City. The findings were that age, sex, teaching experience and academic discipline did not tend to affect the attitude of teachers towards creative learning and teaching.

Bhasin (1988) conducted a study with a sample of 300 male and 300 female teachers from science and human science discipline, drawn from government and non-government schools of urban and rural areas with the objective to study the relationship of teaching aptitude with teaching effectiveness of Higher Secondary School Teachers. It was found that there was a significant difference between science and human science teachers in relation to teaching aptitude. However, no significant difference was found between rural and urban, govt. and non-govt. and male and female teachers with regard to their teaching aptitude and effectiveness.

More (1988) in his study on the relationship between personality, aptitude for teaching and effectiveness of secondary school teachers with a sample comprised 500 male and female teachers taken from secondary schools in Nagpur, Wardha and Bhandara and Gadchiroli Districts tried to find out the standard of in-service teachers by evaluating the relationship between the teaching effectiveness, the teaching aptitude and the personality of the teachers. The findings were that out of the 16 personality factors only 6 factors were found to be positively correlated with teaching effectiveness, of which intelligence was the most important and there was a significant difference in the male and female teachers as regards the factors E, F, H and M.
In the same year Parkasham (1988) conducted a study to investigate the strength of teacher effectiveness in various types of school organizational climates as well as under different levels of teaching competency across sex differentiation and territorial variation. The sample comprised 800 teachers of Raipur and Bilaspur districts. The major findings were the teachers of urban schools significantly excelled over teachers employed either in semi-urban and rural schools or schools located in industrial areas on both teaching competency and teacher effectiveness and female scored invariably higher with insignificant differences in all types of schools categorized in terms of territory, management type and organizational climate. Further Singh (1988) also conducted a study with a sample of 300 secondary school teachers (200 male and 100 female) to investigate the difference in the teaching efficiency of Secondary School Teachers with respect to locality, experience and gender. It was found that locality and experience had no significant effect on teaching efficiency but gender had significant effect in the favour of female teachers.

Mittal (1989) conducted a study on Personality characteristics and observed classroom behaviour of Sr. Sec. School Teachers with the objectives to study objectively the proportion of direct telling and indirect elicitation in the teaching performance of Secondary teachers and to relate the same to their age, sex, medium of instruction, class level and general personality characteristics. The sample consisted of 164 teachers chosen from secondary institutions of Lucknow city. The major findings were that male teachers obtained a higher indirect / direct ratio than female teachers and senior, experienced and trained teachers had higher I/D ratio than younger, less experienced and untrained teachers.

Steffens (1990) made a case study to examine the perceptions of national state teachers of the year in relation to specific condition and characteristics of effective teaching and learning. The major findings of the study indicated that the most important characteristics necessary to be effective teachers are knowledge of the subject matter, a caring and compassionate personality, enthusiasm, classroom organization, a sense of humour and love for children.
Shah (1991) conducted a study on determinants of teacher effectiveness with the sample of 2000 secondary level teachers of the Garhwal region by the multi stage random sampling technique. The objective was to predict the effect of aptitude, intelligence, values, self concept, job motivation, job satisfaction, personality, and attitude and school climate on teaching effectiveness among the secondary level teachers and found that the variables like locality, type of school, educational qualification, teaching experience determined teacher effectiveness to some extent.

Patil & Deshmukh (1993) studied the relationship between aptitude in teaching and teaching efficiency of pupil teacher. The objective was to find out the relationship between the score of teaching aptitude and teaching efficiency of pupil teacher. The sample consisted of 238 pupil teachers enrolled in three training colleges affiliated to Amrawati University. The sample covered male and female, experienced and inexperienced, science and arts pupil teachers. The major findings were the male and female pupil teachers differed significantly on their teaching aptitude in favour of female pupil teachers. The experienced and inexperienced pupil teachers also differed significantly on their teaching aptitude in favour of experienced one. When pupil teachers of science and arts groups were compared for their teaching aptitude it was found that they did not differ significantly with regard to teaching efficiency. In the same year Singh (1993) conducted a study to find the relationship between the scores of effectiveness of male and female teachers belonging to rural and urban areas. The sample comprised 330 higher secondary school teachers covering both male and female belonging to rural and urban areas. The findings were the coefficient of correlation between teachers' effectiveness scores and adjustment of the rural teacher was not significant.

Krishnan & Singh (1995) studied the impact of Teachers' Sex, Socio-Economic Status and Locale on Teacher Effectiveness, found that while the main effect of the sex, socio-economic status and locality of teachers on teacher effectiveness was not significant; their first order interactional effect was found to be significant. In the same year Rao (1995) in his study on teacher effectiveness
in relation to creativity and interpersonal relationship revealed that no significant relation was found between teacher effectiveness and the years of service of the teachers.

Babu & Gnanaguru (1997) in the study teacher effectiveness and involvement in teaching of commerce at higher secondary level in Tamil Nadu with the sample 288 commerce teachers (244 male and 44 females) selected through random sampling technique investigated the comparison of teacher effectiveness in teaching commerce in respect of their locality and sex. The results revealed sex and locality of commerce teacher had no effect upon the teacher effectiveness.

Mishra (1999) in her study on teacher Effectiveness of Elementary School Teachers in relation to their Attitude towards teaching, Level of Aspiration and Job –Satisfaction investigated the main and interactional effect of teachers’ attitude towards teaching, level of aspiration and job satisfaction on teacher effectiveness and main and interactional effect of sex, qualification, teaching experience and locality on teacher effectiveness. The sample consisted of 500 elementary teachers. She found significant difference in two factor interaction of teachers’ attitude towards teaching and level of aspiration on teacher effectiveness. Teachers with high attitude towards teaching and high level of aspiration show highest mean score whereas teachers with low attitude towards teaching and high level of aspiration show lowest mean score and significant difference in teacher effectiveness among high experienced and low experienced teachers. High teaching experienced show higher mean scores than the teachers with low teaching experience further there is a significant difference in two factor interaction of teacher’s sex and teaching experience on teachers effectiveness. Male teachers with high teaching experience show highest mean score whereas male with low teaching experience shows lowest mean score.

Vijayalakshmi (2002) conducted a study on factors effecting teacher effectiveness with the objective to find out the effect of some independent variables viz. sex, age, qualification, status of the college, type of college, subject of teaching and designation of the teacher on Teacher – Effectiveness. Sample
consisted of 220 lecturers working in degree colleges and colleges of Education. The main finding was that except age, all variables had no significant impact on the variable under study on teacher effectiveness.

Malik (2005) carried out a study on teacher performance of Senior Secondary School teachers in relation to their job satisfaction and adjustment. The objective was to compare the level of performance of senior secondary school teachers in relation to their age, gender, experience and locality. The sample included 400 senior secondary teachers selected from four districts of Haryana-Bhiwani, Jhajjar, Panchkula and Gurgaon. The results indicated that no significant difference was found in the performance of teachers with relation to gender and experience however, significant differences were found in relation to age and localities, showing young and rural teachers are more effective than their counterparts. In the same year Sharma & Malik (2005) investigated level of classroom performance of male and female, urban and rural senior secondary school teachers of Haryana. The sample included 400 senior secondary teachers. The results indicated that Sr. Sec. School teachers of Haryana have been found highly effective in their classroom performance as teachers. Gender does not affect the classroom performance of teachers but locality has significant effect on their performance in the favour of rural teachers.

Further in the same year Srivastava (2005) conducted a study on teacher effectiveness of upper primary school teachers with the objectives to measure the teacher-effectiveness of primary school teachers and to compare the teacher-effectiveness of young, adult and old age teachers. Further objectives were to compare the male and female teacher-effectiveness on their young, adult and old stages of age and to examine the effect of age level on teacher-effectiveness. The sample comprised of 110 male and 128 female teachers working in upper primary schools. The study reveals that age of a teacher makes certainly an effect on his effectiveness though not up to a significant level. The male teachers up to the 40 years of age remain more effective and with increasing age their effectiveness gets to be in decreasing order. But, the female teachers of middle age (40-50) exhibit their more teachers’ effectiveness. Beyond 50 years of age though their
effectiveness decreases but happens to be more than those of young female teachers.

Sharma & Malik (2006) conducted a study with the objective to study the level of classroom performance of senior secondary school teachers and to compare the level of classroom performance of senior secondary school teachers with respect to age, gender and experience. The result showed that gender and experience had no significant effect on the performance of the teachers but their age had significant effect showing younger teachers perform better.

Saxena & Singh (2008) conducted a study on teaching competency of different level teachers with the objective to compare the teaching competency of male and female teachers. A sample of 200 teachers was selected. The result showed that teaching competency of male and female is equal.

Pal (2009) conducted a study with the objective to study the core teaching skills, self-concept and adjustment in relation to gender differences. The result showed that female primary teachers are showing more skill deficiencies than the male primary teachers. In the same year Dhillon & Kaur (2009) in their study on teacher Effectiveness in relation to their value pattern investigate the teaching effectiveness of teachers. A Sample of 200 teachers 100 male and 100 female was taken. The main finding was that there was no significant difference in the level of teacher effectiveness of male and female teachers.

Kalra (2010) conducted a study on effect of gender and adjustment on teaching effectiveness of higher secondary teachers with the objective to find out the level of teaching effectiveness of higher secondary school teachers in relation to gender. The sample comprised of 60 subjects (30 male and 30 female). The finding was that there exists no significant difference between male and female teachers in relation to their teaching effectiveness.

Madhusudhana & Mani (2010) conducted a study on self evaluation of teaching by Student trainees with the objectives to compare the teaching efficiency of male and female student trainees and to compare the teaching efficiency of arts and science student trainees. The sample consisted of 28 male and 37 female studying final year diploma in teacher education at DIET Vellore
2.2. Studies Related to Emotional Intelligence

Chadda (1985) conducted a study on self concept of teachers and their emotional adjustment. The objective of the study was to study the self concept and emotional adjustment of teachers in respect of variables of sex and rural – urban background. The sample consisted of 350 teachers of high and higher secondary schools of Haryana State. The major findings were that the profile analysis of emotional adjustment scores revealed that the distribution of scores was not normal for the total sample of teachers as well as for the male, female, rural and urban sub groups and no significant difference was observed between the emotional adjustment scores of various sub groups of teachers, viz., male rural – male urban, female rural- female urban, male rural- female rural, male urban-female urban, urban rural and male female teachers.

Martin (1997) in Ballantine discusses the role of Emotional Intelligence in careers and actually rates the level of Emotional Intelligence required for each of these careers. According to career ratings on the basis of the EQ requirement, teaching job stands fifth on the continuum from top. Jobs which require contact with other people or require one to empathize with or understand others, demand a high level of emotional intelligence. Teaching is one which demands high EQ level due to constant interaction with people.

Salovey & Sluthey (1997) wrote a book on Emotional Development and Emotional Intelligence which talks about Emotional Regulations during childhood. According to them there is a good and relevant study about how adults can influence kids, especially teachers by modeling an appropriate behaviour in the classroom. This chapter gives useful information about dealing with maltreated children and maladaptive coping strategies in children. Teachers and educationists who are aware of the problems of such children can deal with them effectively only if they themselves have good emotional competencies.
In another study conducted by Multi-Health System, Ontario/New York (1997), gender differences in EQ were examined in the workplace. The EQ levels of 4500 males and 3200 females were measured using the Bar-On-EQ-i. While the average EQ scores for women (98) and men (100) were at par, the subcomponent scores demonstrated the following gender differences. Women were found to be more socially responsible than men. On the other hand, men scored higher on the self-regard and coped better than women.

Joseph-Hee-Woa Jae (1998) was the first to conduct scientific studies comparing EQ, IQ and actual work performance. The researcher evaluated 100 university educated front line bank employees (56% female and 44% male) at a major Asian Bank. They were administered the Bar-On-EQ-I, the world’s first scientific test of emotional intelligence, along with a widely used IQ test. Each employee also underwent an independent performance review with his or her supervisor. The study found that EQ scores were far more related to actual on the job performance than IQ. Indeed IQ scores were virtually unrelated (correlation of 0.07) as they accounted for an impressive 27% (correlation of .52) of job performance. This study scientifically demonstrates that EQ is actually more important in predicting success in the workplace than IQ.

Colleen O’ Brien-Wood (1999) from Ontario compared the EQ profiles of general teachers and master teachers with the help of the “Emotional Quotient Profile” (EQP). He found that although the profiles were very similar, still the master teachers (i.e. teachers who held higher experience) scored higher on few scales like- social judgment scale and leadership qualities at an interpersonal level. This shows that experience and constant feedback on Emotional Intelligence can lead to development of such competencies.

Abisamra (2000) studied the relationship between Emotional Intelligence and Academic Achievement in Eleventh Graders in Montgomery. The sample of 500 eleventh graders was subjected to the Bar On EQ-i, to assess their emotional intelligence and then their achievement in last semester was compared with the EQ scores in order to established a relationship between emotional intelligence
and academic achievement. The relationship was positive and it was found that high emotional intelligence leads to better academic achievement.

Sharma (2000) in “Emotional Intelligence: A theoretical prospective” studied that emotional intelligence refers to the ability to set a goal in life, work towards achieving it, negotiate it and feel. A key set of characteristics makes up emotional intelligence, such as self motivation and persistence in the face of situations, the ability to control impulse, to regulate moods and to empathies. An individual with high IQ can become an efficient professional or manager, but with a high Emotional Intelligence one can be a great leader. Thus, high level of emotional intelligence is necessary for promotion.

Gyanami & Kushwaha (2001) in a study entitled Emotional Intelligence and its development studied that Emotional Intelligence is a type of social intelligence which refers to the ability to set a goal in life and work towards achieving it and feel empathetic towards others. A key set of characteristics makes up Emotional Intelligence, such as self awareness, self regulation, motivation, empathy and social skills. Academic intelligence has little to do with emotional life. Emotional Intelligence is more important than IQ. IQ has only 20 % role for success in life. The remaining 80 % is contributed by Emotional Intelligence. Studies have shown that IQ is inherent but Emotional Intelligence can be developed and nurtured even in adulthood. In order to survive in a fast changing and competitive world, every person needs to develop and nurture Emotional Intelligence.

Singh (2003) in Emotional Intelligence at work attempted to find if different professions require different Emotional Intelligence or not. Further he graded the professions in descending order of EQ. The findings of his study revealed that teaching profession requires high EQ of the range of 270-280. Secondly he made cluster analysis where all the 18 professions he studied were grouped into clusters. The profession falling into one cluster required an equal level of EQ. Teaching fell into second cluster which required high EQ level.

Higgs (2004) in Emotional Intelligence and performance in U.K call centers explores the relationship between Emotional Intelligence of call center
agents using the EQ measure developed by Duleweiz and Higgs, and ratings of their performance. A sample of 289 agents from three organizations was studied. Results included a strong relationship between overall Emotional Intelligence and individual performance, as well as between several Emotional Intelligence elements from the model and performance. Furthermore a relationship between age and performance was established along with gender differences.

Perry, Ball & Stacey (2004) developed a new measure entitled: Reaction to Teaching Situations, to dedicate levels of Emotional Intelligence among beginning teachers. This measure has substantial correlation with the four branch model components of Mayor & Salovey. The correlation ranged from 0.72 to 0.82. Average of individual differences was reported. Gender differences were found, where female teachers reported greater likelihood of demonstrating emotional intelligence compared to male teachers. This study was a peculiar one which dealt with the specific teaching situations and not the general emotional repertoire of teacher. Thus there was need of an inventory which could assess the EQ of teachers both pre-service and in-service in a more comprehensive manner.

Tyagi (2004) in a study on Emotional Intelligence of secondary school teachers in relation to their gender and age attempted to determine the level of EQ of secondary school teachers, to compare the level of EQ of male and female teachers and to compare the group age below 30 years and above 30 years. The sample consisted of 500 teachers 350 male and 150 female of Dhule District of Maharashtra. The findings were (1) the level of EQ of secondary teachers was extremely low (2) the level of EQ was independent of gender and age. There was no significant difference among the groups.

Mathur & Others (2005) in a study entitled Gender differences on Emotional Intelligence and Scholastic achievements in school going adolescents evaluate the gender differences, in the selected variables of Emotional Intelligence which were attribution, taking responsibility and scholastic achievement in high school students. 83 adolescents from which 47 were girls and 36 were boys, were selected in the age group of 13 to 15 years from upper middle
class socio economic status of the city. Achievement in boys and girls, with the girls scoring gender differences on the dimensions of Emotional Intelligence which were attribution and taking responsibilities were found in the sample, except the B in which girls scored significantly higher than boys.

Pradhan, Bansal & Biswal (2005) conducted a study on Emotional Intelligence and personal effectiveness. The study was conducted on 50 post graduate (25 male & 25 female) from various departments of Delhi University. The sample was administered Emotional Intelligence Scale and Personal Effectiveness Scale. The main objective of the study was to make an assessment of emotional intelligence of male and female and to examine the relationship between Emotional Intelligence and Personal Effectiveness. The main finding indicates that people with high level of emotional intelligence possess better profile of personal effectiveness.

Uma & Devi (2005) conducted a study on relationship between the dimensions of Emotional Intelligence of adolescents and selected personal social variables. The sample comprised of 120 parents and their children between the age group of 15 to 17. Emotional Intelligence inventory developed by Uma Devi 2003 was used to find out the Emotional Intelligence level of the adolescents. Results revealed that the parental education, occupation has a significant and positive relationship with the dimensions of emotional intelligence like social regard, social responsibility, impulse control and optimism. It is interesting to note that in the child related variables child's education, gender and birth order were significantly related to stress, tolerance and happiness dimensions of the emotional intelligence.

Bansi Bihari & Surwade (2006) conducted a study entitled the effect of Emotional Maturity on teacher effectiveness with the objectives to find out the Emotional Maturity of teachers, to find out the effectiveness of the teacher, to identify the emotionally mature and emotionally immature teachers and to compare the teaching effectiveness of emotionally mature group with that of immature. The sample consisted of 355 secondary teachers 180 male and 175 female. The findings were that female teachers are emotionally more mature; the
teaching of emotionally mature teacher is more effective than those of immature and there is no sex difference in the emotionally mature group with respect to teacher effectiveness.

Bansi Bihari & Pathan (2006) in their study on emotional intelligence of secondary teachers in relation to gender and age examine the level of Emotional Intelligence of secondary teachers in relation to gender and age. 500 secondary teachers ranging from 24 to 56 years of age were selected from different secondary schools, both urban rural from Maharashtra. Out of this 250 were male and 250 female. The tool used for the study was a structured questionnaire called Emotional Intelligence test developed by N.K. Chadda and Dr. Dilip Singh. The result indicates that nearly all (98.4%) teachers fall under low category of Emotional Intelligence. There is no significant difference between the male and female teachers. So Emotional Intelligence is not related to gender.

Gardner (2006) developed, implemented and evaluated a training program for teachers from various educational settings (primary, secondary, tertiary). 79 teachers participated in a 5-week psycho-educational Emotional Intelligence training programme. The results indicated that Emotional Intelligence improved after the training program, occupational stress decreased and feelings of Psychological and physical health increased. These findings support the notion that Emotional Intelligence can be learned and developed and in our case, teachers can be trained to imbibe emotional competencies.

In the same year Patil & Kumar (2006) conducted a study on Emotional Intelligence among student teachers in relation to sex, faculty and academic achievement. The objectives were to find out the difference in the Emotional Intelligence of male and female teachers and to find out the difference between student teachers of arts and science faculty. A sample of 302 student teachers studying in four colleges of education in Kolnapur district was selected using random sampling. They concluded that there is no significant difference between Emotional Intelligence of male and female teachers and no significant difference in the emotional intelligence of student teachers of arts and science faculty.
Further Sridhar & Badiei (2006) in their study on teacher efficacy and emotional intelligence of primary school teachers examine the level of teacher efficacy & emotional intelligence of primary teachers in relation to gender, age and educational level. Simple random sampling is used in selecting 100 primary teachers from all the urban primary teachers in Mysore South. The major findings were that there is no significant difference between the mean of Teacher Efficacy & EQ with reference to two of the independent variables which are considered in the study i.e. gender and educational level. In respect of third independent variable i.e. age, a significant difference has been observed. It has been concluded that younger teachers have the highest teaching efficacy and that teaching efficacy declined slightly with age.

Neelakandan (2007) conducted a study on emotional competence of primary school teachers. The objective was to understand the emotional competence of school teachers. 300 Primary school teachers were selected for sample. The findings were that the primary schools have average level of Emotional Competence. The teachers having higher qualifications are found to have better emotional competence. The results also showed that there is no significant difference between any two categories of sub samples of teachers belonging to different groups in relation to their experience, in respect of their emotional competence.

Gowdhaman & Murugan (2009) conducted a study on emotional intelligence among the B.Ed teachers trainees with the objectives to assess the emotional intelligence of B.Ed teacher trainees and to find out the emotional intelligence of B.Ed teachers trainees with respect to the variables such as gender, age, type of management, monthly income etc. Sample comprise 300 B.Ed teacher trainees studying in five B.Ed colleges. The findings were that the variables namely gender and type of institution cause significant mean difference while the variables age and others don’t cause any significant mean difference in the emotional intelligence of the college students. In the same year Panda (2009) in a study on emotional intelligence and personality traits of pupil teachers investigated the difference in mean of emotional intelligence of male and female
and urban and rural pupil teachers. The sample consisted of 130 pupil teachers belonging to different localities, gender and personalities. The findings of the study revealed that there was no significant difference between male and female in Emotional Intelligence and no significant difference between rural and urban pupil teachers in emotional intelligence.

Further in the same year Panda & Singhal (2009) in another study on teachers’ work behaviour in relation to emotional intelligence of primary school teachers investigated the relationship between teacher’s work behaviour and emotional intelligence of primary school teachers and the difference between male and female, urban and rural primary teachers on teachers’ work behaviour. 140 primary teachers were selected randomly. The difference between male and female, urban and rural school teachers on teachers’ work behaviour was not significant.

Sailaja & Devi (2010) conducted a study on perceived self-efficacy and emotional intelligence of adolescents. The objective was to find out the relationship between perceived self efficacy of adolescents and their emotional intelligence levels. The sample comprised of 180 adolescents studying high school and intermediate. The results revealed that adolescents with low self efficacy, medium self efficacy and high self efficacy level fell under below average, average and above average categories of emotional intelligence. Differences were noticed in the emotional intelligence of adolescents with different self efficacy levels favouring adolescents with high self efficacy to score better than medium and low self efficacy levels on all dimensions of emotional intelligence.

2.3. Studies Related to Level of Aspiration

Champan and Volkman (1939) conducted a study on “Social Determinants” of the level of aspiration. The investigation concerns the effect upon level of aspiration of one’s social determinant knowledge of the performance of other group. In the first experiment such knowledge was furnished to the subject before they had a first hand acquaintance of the task. Under this
condition the aspiration level of the subject was changed. In the second experiment knowledge of the performance of the other groups was furnished only after considerable experience with the task. Result showed that aspiration level was not changed.

Mayer (1969) studied the relationship between level of aspiration and perceived responsibility scores for success and failure. He found that the absolute difference between aspiration level and attainment level decreased with increasing self–responsibility scores for success and failure. More typical shifts (the subjects raise their level of aspiration after failure and lower it after success) of aspiration level were found, when subjects with lower scores tended to set more rigid goals than subjects with higher scores on self–responsibility.

Bisht (1972) conducted a study on Level of Educational Aspiration in relation to socio-economic conditions and educational attainment. He found that the urban boys had a higher educational aspiration than rural boys. Patric (1973); Desai (1974); Click (1974) and Chaddha (1979) in their studies revealed that urban and rural students differed significantly in respect of their level of aspiration. Tara (1980) concluded that boys and girls showed some differences on their aspiration level as boys scored higher on G.D. Scores than girls. Saxena (1981) conducted a research on need–achievement in relation to creativity, values, level of aspiration and anxiety. He concluded that there was a correlation between need achievement and level of aspiration and sex differences were significant as far as the level of aspiration were concerned: those having higher level of aspiration differed significantly regarding need achievement scores whereas those having low level of aspiration did not differ significantly regarding need achievement. Values, creativity, anxiety and the level of aspiration were predictors of need achievement.

Mehra (1984) revealed that there were no significant differences in the areas of goal discrepancy, attainment discrepancy and number of trials to reach goal of boys and girls. In the same year Ved Parkash (1984) in his study on the factors affecting level of aspiration revealed that the ability to achieve and aspiration to achieve must be perceived by the individual in a linear way rather
than being opposite to each other. As the high risk taking individuals seem to have low level of aspiration, it was evident that high risk taking students make better co-ordination between their expected scores and future performance scores on the level of aspiration. It implies that high risk taking students are more realistic in comparison to their counterparts.

Prasad (1985) conducted a study on aspirations, adjustment and role conflict in primary and secondary school teachers. The main purpose was to study the aspiration, adjustment and role conflict of school teachers and also to analyse the effect of sex of teachers and levels of school on these dimensions. 400 school teachers working in different schools of Bhagalpur town were selected adopting the stratified random sampling technique. The major findings were that mean educational levels of four groups teachers were quite high and the vocational aspiration level of teachers was closely linked with level of schools.

Singh (1986) in his study on self-concept, aspiration and achievement motivation of tribal adolescents of Rajasthan found that the tribal students of urban schools had aspiration for higher level of education than the tribal students of rural schools situated in tribal dominated areas. Secondly, the tribal students studying in rural schools aspired for slightly better quality of academic achievement than the tribal students studying in urban schools. Aggarwal (1990) conducted a study on the interactive effects of goal-setting behaviour, risk taking and prolonged deprivation on learning performance among school going female adolescents. The objective was to investigate how goal-setting behaviour, risk taking behaviour and prolonged deprivation influence the learning or task performance. The result was that the goal-setting behaviour was a significant determinant of task learning of female students.

Dash (1996) in his study achievement motivation of scheduled caste students in relation to their intelligence, level of aspiration, academic achievement and socio-economic status revealed that there existed significant difference between the groups of high and low level of aspiration, male students with high level of aspiration possessed higher achievement motivation than its respective group of low level of aspiration.
Mavi & Patel (1997) in a study of academic achievement in relation to selected personality variables of Tribal concluded that there was a significant positive co-relation between academic achievement, personality, adjustment, intelligence, self concept and level of aspiration and there was a significant positive co-relation between personality adjustment, intelligence and level of aspiration. There was a significant positive co-relation between intelligence and level of aspiration. The multiple co-relation of academic achievement with personality, adjustment, intelligence, self concept and level of aspiration was not found to be significant and the male and female differed significantly with respect of their personality, adjustment, intelligence, self concept and level of aspiration.

Das (2003) conducted a study on level of aspiration of deprived and non deprived adolescents. The objective were to see whether girls of both the categories differed or not regarding level of aspiration and to see whether boys of both the categories differed or not regarding level of aspiration. The sample comprised of 120 adolescents 30 boys and 30 girls in each category. Boys of both the groups differed significantly regarding level of aspiration. Non-deprived boys aspire higher than the deprived group. Girls of both the groups don’t differ significantly regarding level of aspiration. Though mean of non-deprived girls is higher than the mean of deprived girls, but there is no significant difference.

In the same year Sharma (2003) conducted a study of vocational maturity and level of aspiration in relation to scholastic achievement. The objectives were to identify the high achievers and low achievers, to compare the level of aspiration of high achievers and low achievers and to compare the level of aspiration of boys and girls. The sample consisted of 495 students studying in five intermediate colleges of Agra City drawn by stratified random sampling procedure. The findings were that the high achievers and low achievers were found significantly differing from each other regarding their career attitude and career competence as high achievers was found more mature towards vocational maturity. The high achievers and low achievers did not differ from each other regarding their level of aspiration and no difference was found between boys and girls in respect of level of aspiration.
Chaudhary (2007) conducted a study on a correlation study of level of aspiration and academic achievement of secondary school students. The objective was to find out whether there is correlation between level of aspiration and academic achievement of the urban and rural students. The study was carried out on the stratified random sample of 500 children studying in the class 9th of different secondary schools of Garhwal Region in Uttaranchal. The finding was there is no significant correlation between these two variables of urban boys as well as girls.

Gautam & Swati (2008) conducted a study on academic achievement of high school student in relation to test anxiety and level of aspiration. The objective was to study the effect of level of aspiration on the academic achievement of high school students. The sample comprised of 220 students. The result was that level of aspiration affects the academic achievement of high school student. It has negative correlation with academic achievement of high school students which means that increase in level of aspiration leads to decrease in academic achievement.

Chaudhary (2010) conducted a study on gender influence on level of aspiration with the purpose to find out the differences of level of aspiration between boys and girls of the urban and rural areas. The study was conducted on 500 secondary school students. Scale for level of aspiration by Shah and Bhargawa was selected. The result showed that there is no significant difference in mean scores obtained on the level of aspiration between boys and girls. The mean achievement score regarding GDS, ADS and NTRS of rural and urban boys, the obtained t-values for the factor GDS and NTRS were found to be significant, whereas ‘t’ was not significant for ADS. The t-value is found to be significant only for NTR scores of rural and urban girls. There is no significant difference in the GDS and ADS of rural and urban girls.

2.4 Over-View

The studies conducted during the last few years, though few, also contribute to the problem of teacher performance vis-à-vis emotional intelligence
and level of aspiration. The review of studies shows that teacher performance and teacher effectiveness which include factors like knowledge of subject matter, use of various teaching aids, maintaining discipline in the school, existing teacher training programmes, relationship with teachers, students and guardians, personality characteristics like self confidence, adjustment, imaginative thinking, sense of humour, love for children, love for the profession and a host of similar other factors seem to be closely related to emotional intelligence and level of aspiration vis-à-vis teacher performance. Being a multi prolonged problem, it remains still the question of further research: as the deeper it is studied, the more tangible it is liable to yield the yet more explored arenas to be probed in, to contribute to the teaching-learning process, hence its relevance for the study in hand.