Chapter – II

Review of Related Literature
"Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past."

John W. Best (1959)

In a research process, the term literature stands for a collective body of related works done in the past by earlier researchers. Successful research is based on all the knowledge, thinking and research that precede it, and for this reason review of the literature is an essential step in the process of embarking upon a research study. A review of literature is a summary, analysis and interpretation of the theoretical, conceptual and research literature related to a topic or theme. It generally provides the framework for a bridge between a piece of original research and the work which preceded it.

Good, et al. (1954) stated that just as a competent physician must keep himself abreast of the latest discoveries in the field of the medicine, the careful student of educational research should become familiar with the location and use of sources of educational information. They further continued that the keys to the vast store house of published literature may open doors to sources of significant problems and explanatory hypotheses and provide helpful orientation for definition of the problem, background for selection of procedure and comparative data for interpretation of results. In order to be creative and original one must read extensively and critically as a stimulus to thinking.

Best (1977) stated that a brief summary of previous research and writings of recognized experts provide evidence that the researcher is familiar with what is already known, and with what is still unknown and untested. Since effective research must be based on past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestion for significant investigation.
**Borg (1978)** felt that the literature in any field forms the foundation upon which all future work will be built. If one fails to build foundation of knowledge provided by the review of the literature one's work is likely to be shallow and naïve and will often result of duplication.

Hence it can be stated that the review provides an indication of whether a research study is warranted as well as an indication of its probability of finding something new and making a contribution. In the present study, an attempt is made to review the related literature in the areas of social intelligence, emotional intelligence, self-confidence and attitude of prospective teachers towards education.

### II.1 RESEARCH STUDIES RELATED TO SOCIAL INTELLIGENCE

**Ray (1972)** conducted a study aimed at developing a test in Bengali language for the objective measurement of social intelligence. The test was expected to be used as a vocational aid for the educated adult group. Final form of the test had 80 items distributed over six sub-tests corresponding to six different areas of human behaviour namely:

1) judgement of social situation,
2) observation of human behaviour,
3) recognition of mental status,
4) memory for names and faces,
5) appreciation of humour and;
6) adjustment.

**Yeshodhara (1979)** explored the extent to which social intelligence affects the changes in respect of the attitudes and proficiencies. She found that:

1) Social intelligence was related to all the attitudes except professional group.
2) Social intelligence was significantly related to the final level of two proficiencies – classroom instruction and lesson planning.

3) Social intelligence positively affected attitude toward school in general and negatively affected proficiencies in classroom instruction and test construction.

Nayar (1980) conducted a study to construct and standardize a test for assessing the social intelligence of adults. This test has been titled as ‘Mysore Social Intelligence Test’ (MYSIT) forms M and N. The co-efficients of reliability calculated by split-half method and the Spearman-Brown prophecy formula for forms M and N were 0.82 and 0.74, 0.90 and 0.85, respectively. The co-efficient of reliability between M and N forms was 0.73. The criterion for validation was judgement by a knowledgeable and familiar boss, colleague or friend, as contained in ratings on a five-point scale.

Roy (1980) explored whether social intelligence was significantly related to the development of values and found that social intelligence had significant positive relation with devotion.

Dani (1994) explored the relationship between social intelligence and impression management in general and its seven tactics among employed women. The results revealed that social intelligence was found to be significantly related to tactic OE (other enhancement). Emotionally unstable women obtained a significantly higher mean as compared to their counterparts for impression management global and its tactics except OE. Social intelligence did not exhibit any significant influence on global impression management. The interaction effect of social intelligence and job cadre was found to be significant for impression management global score. The main effect of social intelligence was found to be significant for tactics changing with situation (CS) and opinion conformity (OC). The interaction effect of social intelligence and job cadre was significant for tactics CS, OC and instrumental dependency (ID).
Stern (1994) investigated the children’s assessment of their social intelligence using the Tetrahedral Model of Social Intelligence (TETRA) as a framework. Stronger validity support was provided for a cognitive distinction between verbal and social intelligence. It was further concluded that TETRA can be used as an effective framework for developing self-assessment measures and for investigating social intelligence.

Prasad, Kant and Kumar (1995) analyzed the relationship between social intelligence and adjustment among 10th class students and reported that male and female students differed significantly in cooperativeness, confidence, sensitivity and tactfulness while no significant difference was found in three factors i.e., patience, sense of humour and memory. There existed highly significant positive correlations between social intelligence and adjustment in both male and female groups.

Izatt (1996) studied the behavioural correlates of social competence in academically gifted early adolescents and reported that students rated high in social competence were more relaxed, optimistic, attractive, friendly and confident compared to students low in social competence who are more anxious, pessimistic, neglectful of their appearance, reluctant to participate and lacking in confidence.

Cunningham (1997) conducted a study in which social comparison and psychological insight, two components of Greenspan’s (1979) model of social intelligence, were used in a comparison of test scores of 18 to 25 year old individuals with and without learning disabilities. The results of this study support other researches implying that social problems experienced by individuals with learning disabilities may be due to a deficit in some area(s) of social competence.

May (1997) explored community college English teachers’ views and attitudes about conflict in classroom which help in both handling conflict with understanding and using conflict to increase social intelligence, the ability to fruitfully reflect on individual and shared experience. The more traditional (subject-oriented) teachers tended to emphasize society’s strictly linear code in their practice and generally suppressed any emergent conflict. In contrast, the more non-traditional (student-
oriented) teachers were willing to incorporate and to explore non-linear elements within their practice and to facilitate their students’ learning both individually and in relation to one another.

Morris (1997) investigated the role of social intelligence in managerial practices. Three components of social intelligence were proposed and investigated in this study—1) cognitive social structure accuracy, 2) person perception accuracy and 3) self perception accuracy. The main findings of the study included—

1) Cognitive social structure accuracy is strongly correlated with managerial effectiveness.

2) Person perception accuracy was not found to predict managerial effectiveness.

3) A profile correlation measure of self perception accuracy was not found to predict managerial effectiveness.

4) The three hypothesized components of social intelligence were found to be independent.

Mclane (1998) reported that general education teachers have some knowledge about the social domain needs of students with disabilities. However, this knowledge may not be sufficient to meet individual needs while teachers do report implementing instructional strategies that have the potential to enhance social skills, the use of these instructional strategies does not appear to be linked to individual social need.

Driscoll (2000) investigated whether high school students who observe two videos of the school interaction of a questioner and subject similar to that found in the Gudjonsson Suggestibility Scales 1 and 2 (GSS) understood the intentions of the questioner on a concrete, functional or abstract or triadic level. Findings revealed that adolescents from the general population have a greater understanding of coercive communication, whether subtle or blatant, than adolescents with either Disruptive Behaviour Disorders (DBD) or Pervasive Developmental Disorders (PDD). Whether coercion is subtle, students with DBD understand coercive situations better than
students with PDD. When coercion is blatant, students with PDD appear to understand coercive situations better than students with DBD.

Hanley (2000) studied the role of non-cooperative games in the evolution of cooperation and reported that social intelligence is an ecology that offers opportunities not only for cooperation, but for conflict as well. The researcher further reported that when agents with even a limited ability to perceive each other intentions interact in an ecology that offers a choice between games, likely defectors are non-randomly offered opportunities for conflict and excluded from potentially cooperative interactions, resulting in lesser gains and cross-generational selection against the tendency to defect.

Chiu (2001) explored kindergartners’ social and cognitive competence and reported that teachers rated the social competence of academically competent children higher than did parents. Overall results suggested that children’s academic and social competencies are interrelated, thereby influencing each other.

Loveland (2001) studied the influence of inclusive classroom context on the social competence of students with mild disabilities as indicated by their social skills, interfering problem behaviours, peer relationship variables and self perceptions. The findings suggest that the social competence of students with mild disabilities can be enhanced in an inclusive classroom context that is characterized by acceptance and equality or impeded in a context that is characterized by segregation and inequality.

Batey (2002) found that the pre-service early childhood teachers believe that developing social competence in young children is important; however, they rank teachers as having the least influence over children’s developing social skills behind temperament, parents and peers.

Vincent (2003) conducted an 8-week study involving the evaluation of the Social-Emotional Intelligence Program for children. Mixed results were found. The EQ Program’s integrity was high, but it was not clearly linked to perceived short-term positive behavioural change, and although the teachers rated the program to be acceptable, the students did not.
Powdrill (2004) investigated the relations between children’s social status and self-perceptions of both academic and social competence and found that neglected children were indistinguishable from the popular status for all academic and social measures. Pearson’s correlation method revealed that teacher assessments of student’s social and academic competence were not related to children’s self-perceptions.

Menzie (2005) examined the relationship between academic and social competence and emotional intelligence. Analysis of correlations indicated that positive correlations exist between the academic and social competence.

Joy (2006) conducted an evaluation of positive social competence in preschool populations using structural equation modeling. Results of the study did not support a significant relationship between early language abilities, facilitative parenting or parental emotionality and positive social competence when considered in the framework of the theoretical model.

Brown (2007) conducted a qualitative phenomenological study to explore the lived experiences of female small business leaders. Nine major themes emerged from the study that may provide insight into understanding successful female small business leaders. Social intelligence was one of the nine themes.

Crowne (2007) studied the relationships among social intelligence, emotional intelligence, cultural intelligence and cultural exposure. Results indicated that cultural intelligence and emotional intelligence are related constructs. Significant variance in each of these two constructs is explained by social intelligence, which was also found to have a significant mediating effect between social desirability and emotional intelligence, as well as emotional intelligence and leadership skills. Cultural exposure was found to significantly impact cultural intelligence and emotional intelligence. Significant variance in leadership skills was explained by social intelligence and cultural intelligence, but not emotional intelligence.

Lovejoy (2008) conducted a study to determine the level of social intelligence of public school superintendents in Indiana. Results indicated that-
1) Female and male superintendents in Indiana did not show significant differences on the overall level of social intelligence, nor were there significant gender differences in the level of social information processing, social skills and social awareness.

2) For both females and males, the Tromso Social Intelligence Scale (TSIS) total was positively associated with social skills and social awareness.

3) For females only, the TSIS total was positively correlated with social information processing and social skills was positively correlated with social awareness; these correlations were not found to be positively correlated for the male superintendents.

4) The female superintendents who earned their degrees before 1990 showed significantly higher levels of social intelligence when compared to those who earned their degree after 1990.

Evans (2009) conducted a quantitative study for exploring the relationship between sense of humour and self-efficacy of art teachers. The findings suggested that humour joined with instructional strategies may assist in raising teacher self-efficacy. A sense of humour has been shown to serve teachers socially, emotionally and cognitively in classroom practices. This study proposed that instructional use of sense of humour be considered a prime topic for professional development and teacher training programmes.

Ramalingam and Mani (2009) studied the social maturity of elementary pupil teachers and found the social maturity of D.T.Ed. students to be highly positive. They concluded that the community did not play any role in the social maturity of D.T.Ed. students. The sex, religion and the family type of D.T.Ed. students showed significant difference in their social maturity.

Yuri and Tomoko (2009) investigated the relationship between self-evaluated cross-cultural social skills performance and cross-cultural adjustment of international
students in Japan and concluded that social skills positively affected cross cultural adaptation through the formation of interpersonal relationships.

Cheung and Lee (2010) studied the ways to improve social competence through character education among secondary school students of Hong Kong, China. The results of the analysis showed the contribution of the character education programme to social competence.

II.2 RESEARCH STUDIES RELATED TO EMOTIONAL INTELLIGENCE

Goleman (1996) and Reuven (1996) reported that emotional intelligence quotient (EQ) was related positively with psychological well-being, mental health and advocated that this dimension of emotional intelligence may serve as a useful screening device to identify intelligent, potentially successful and psychologically and mentally healthy individuals.

Geery (1997) conducted a study to describe the knowledge, skills, behaviours and strategies associated with emotional intelligence that superintendents use to address conflict in their organizations. Results indicated that superintendents in this study-

1) build strong emotional connections and relationships with others;
2) foster independence and team effort;
3) use personal rather than position power to achieve their goals;
4) anticipate and more effectively manage conflict and;
5) use their emotions to inspire, influence and persuade others.

Agarwal (1998) found that impact of emotions in institutions, particularly in teacher training institutions is very much important. With implementing simple emotional management techniques and inputs of affective domain interventions, help in improving resources. It was further concluded that there is a need to re-examine the
non-traditional areas of affective domain and balancing rational intelligence with emotional intelligence.

**Schutte et al. (1998)** observed that emotional intelligence was negatively and significantly correlated with pessimism ($r = - .43$), depression ($r = - .37$), impulsivity ($r = - .39$), but positively correlated with greater clarity of feelings ($r = .52$) and greater attention to feelings ($r = .63$).

**Thingujam and Ram (1999)** reported that emotional intelligence was correlated with trait anxiety, coping with stream, and belief in social relations yielding significant $r = .36$, .50 and .27 respectively.

**Folkman and Moskowitz (2000)** demonstrated that emotional intelligence could help foster effective coping with current events and chronic stress.

**Thingujam and Ram (2000)** found that females seemed significantly higher than males on emotional intelligence.

**Walker (2001)** studied the emotional intelligence of classroom teacher. The Emotional Competence Inventory results suggest that all research participants have an above average and higher emotional intelligence.

**Woitaszewski (2001)** analyzed the contribution of emotional intelligence to the social and academic success of gifted adolescents. The results of hierarchical multiple regression analyses revealed that emotional intelligence did not contribute significantly to the social and academic success for gifted adolescents.

**Regima (2002)** conducted a study on emotional intelligence, burn-out and conflict resolution styles of executives. The findings indicated that there was no significant difference in their mean scores of emotional intelligence. The results further indicated that executives with above and below average intelligence were found to be significantly different on smoothing and collaborative resolution styles. Above EQ executives were superior in their two styles than that of counterparts. However, no significant relationships were found between emotional intelligence and burn-out measures.
Haskett (2003) explored the relationship between emotional intelligence and teaching success in higher education. The main purpose of this study was to determine the most significant differences in the EQ competencies of teaching award winning faculty. A significant link was found between specific EQ competencies and behaviours of effective teaching.

Chan (2004) while assessing emotional intelligence of Chinese secondary school teachers using emotional intelligence scale, has identified four components of emotional intelligence labeled as emotional appraisal, positive regulation, empathic sensitivity and positive utilization.

Rivera (2004) discovered gender differences in emotional intelligence competencies. Women showed a significant difference in seven and men in six of the twenty one competencies of emotional intelligence competency framework used in the study. Women displayed a higher level of their competencies at home, as men at work.

Vandana (2004) reported that male and female prospective teachers, rural and urban prospective teachers, science and arts prospective teachers and general caste, ST and SC prospective teachers did not exhibit any significant difference on emotional intelligence. The results further indicated that low emotional intelligence prospective teachers had higher level of reflective, intuition and verbal learning styles than high emotional intelligence prospective teachers. Except these three on other learning styles of high emotional intelligence and low emotional intelligence prospective teachers did not differ significantly.

Phillips (2005) analyzed the emotional intelligence and faculty qualities necessary for success in a non-traditional classroom setting. The qualitative data from the narrative interviews indicated that both faculty members who scored high and low on the emotional intelligence assessment stressed flexibility and strong interpersonal relationship skills in the classroom. However, the faculty members who scored high on the emotional intelligence assessment did demonstrate mere optimism than did those scoring low on the assessment of emotional intelligence.
**Rosales (2005)** examined the relationship between emotional intelligence and communication styles in middle school teachers and reported that a negative significant correlation between the composite score of emotional intelligence and the dramatic communicator style was found.

**Wysocki (2005)** studied emotional intelligence and gender role conflict. Results demonstrated that there were no statistically significant correlations for gender role conflict scores with Mayer, Salovey, Caruso, Emotional Intelligence Test (MSCEIT 2002) scores, nor were they statistically significant correlations for gender role conflict scores with scores on the Maxlowe-Crowne Social Desirability Profile.

**Eva (2006)** assessed the effectiveness of the Enneagram Educational Programme on the following competencies of emotional intelligence (E.Q) of student teachers: (a) emotional self-awareness, (b) emotional expression, (c) creativity, (d) interpersonal connections. Findings revealed a significant difference between the mean scores for emotional self awareness, emotional expression, emotional awareness of others, creativity and interpersonal connections. The majority of response in the reaction scale indicated that after the interaction programme, improvement has taken place in the student-teachers in their interpersonal skills and quality of life.

**Patil and Kumar (2006)** studied the emotional intelligence among student teachers in relation to sex faculty and academic achievement and found that there is no significant difference between emotional intelligence of male and female; science and arts student teachers. No significant relationship was found between emotional intelligence and academic achievement of student teachers.

**Upadhyaya (2006)** examined the difference in personality traits of high and low emotionally intelligent student-teachers. Findings revealed that student-teachers with low emotional intelligence are more uneasy and worried about future unhappy feeling and failures; are less cautious, irregular and like to take more rest, restrain others, have lack of energy and feel tired and uninterested and conform to the opinion and accepted path taken by most people. Student teachers with high emotional intelligence are more competent and have more self-confidence, hard working, help
others in constructive way, more motivated, energetic and full of enthusiasm and turn away from accepted or given path or opinion.

**Holt (2007)** explored the relationship between emotional intelligence and academic achievement in higher education. The positive findings of the study confirmed the existing studies which suggest that emotional intelligence contributes to and enhances cognitive abilities in college students.

**Liang (2007)** identified the emotional intelligence skills and personality type factors impacting faculty performance and success in post-secondary education. The results of the study showed the relationships between emotional intelligence and personality type of faculty in Taiwan. The study, however, failed to indicate a significant relationship between gender and emotional intelligence skills. When considering faculty member age, the current study also revealed a significant relationship between age and emotional intelligence skills.

**Khan (2008)** studied the influence of socio-economic status on emotional intelligence and academic performance of community college students. Findings suggested that parental guidance played an important role in fostering emotional intelligence. Additional learning initiatives such as tutoring, counseling and emotional well-being workshops are needed to improve students’ ability to withstand academic pressure and increase persistence.

**Sparkman (2008)** studied the emotional intelligence as a non-traditional predictor of college student retention and graduation. This research suggested that there is a statistically significant relationship predominantly between empathy, social responsibility, flexibility and impulse control and enrollment status and graduation status. Social responsibility was found to be the strongest positive predictor of graduation followed by impulse control and empathy. Flexibility proved to be negative predictor of both enrollment and graduation. The emotional intelligence subscales that positively predicted the cumulative college grade point averages of students were self-actualization, social responsibility and happiness. Independence
and interpersonal relationship were negatively related to cumulative college grade point average.

**Jackson (2008)** investigated the relationship between a principals’ emotional intelligence and personality and his or her ability to implement and develop professional learning communities within the school. The findings indicated that the principals possessed either near-average or above-average emotional intelligence.

**Gowdhaman and Murugan (2009)** investigated the emotional intelligence among the B.Ed. teacher trainees and reported that the emotional intelligence of the B.Ed. teacher trainees is normal. The study considered eleven variables to study the effect of emotional intelligence among the B.Ed. teacher trainees. Among the eleven variables gender, type of institution, age, religion and social service found to cause significant significant effect on emotional intelligence among the B.Ed. teacher trainees. The remaining seven variables do not cause any significant effect on the emotional intelligence.

**Panda and Singhal (2009)** studied teachers’ work behaviour in relation to emotional intelligence of primary school teachers. Results indicated that emotional intelligence has positive effect on teacher’s work behaviour of primary school teachers. So, emotional intelligence of the primary school teachers is given priority in educational situations for development of quality teacher.

**Saenz (2009)** conducted an exploratory study to investigate the relationship between emotional intelligence and IQ in a research sample of students with learning disabilities. The findings of the study showed there was no statistically significant relationship between total EI scores and IQ using a Pearson correlation. Emotional intelligence as measured by the Emotional Skills Assessment Process (ESAP) and IQ are two separate constructs.

**Ernest, Ronald, Jeffrey and Thomas (2010)** studied the relation between emotional intelligence and job performance. The investigators classified emotional intelligence study into three streams (i) ability-based models that use objective test items; (ii) self-report or peer-report measures based on the four branch model of
emotional intelligence; and (iii) mixed models of emotional competencies. The three streams have correlations ranging from 0.24 to 0.30 with job performance.

II.3 RESEARCH STUDIES RELATED TO SELF-CONFIDENCE

Hardy (1996) reported that self-confidence has been found to account for a greater proportion of variance in performance than cognitive or somatic anxiety.

Anandan et al. (1997) explained that a well disciplined person would have good self-confidence in all his endeavours. For the success of all the activities in life, self-confidence is more essential.

Mehta and Kaur (1997) studied the effect of self-confidence upon patterns of reactions to frustration on adolescent girls. The results revealed that there was a significant positive relationship between self-confidence and impersistive and immegression responses among rural and total group of subjects and there was significant negative relationship between self-confidence and extrapersistive (extrapunitive responses for rural sample of subjects). Among the total group who had less self-confidence exhibited greater extrapersistive and extragression responses.

Bala (1998) reported that to develop and nurture the sense of self-confidence among children a teacher should create an atmosphere where the child can ask for help without hesitation, children should be placed in situation where they can succeed, a teacher should make a list of classroom rule with children’s participation and rules should be reasonable and kept to minimum.

Brouwers and Tomic (1999) conducted a longitudinal study of teacher burnout and perceived self-efficacy in classroom management and concluded that in educational settings perceived self-efficacy in classroom management has a longitudinal effect on the depolarization dimension of burnout and a synchronous effect on the personal accomplishment dimension.

Baxter (2000) explored the perceived confidence of 5th and 6th grade teachers in Sevier County schools in relationship to their use of technology in the classroom.
and reported that there was an increase in the confidence level in all surveyed categories of technology use in the classroom. The largest increases were found in the use of an internet browser and e-mail software.

**Lee (2000)** reported that pre-service teachers trained in traditional programs presented higher special needs confidence but lower personal efficacy and teaching efficacy compared to pre-service teachers trained in alternative programs. Male pre-service teachers without work experience had highest perception of special needs confidence than did other subgroups.

**Pope (2001)** studied the effects of technology practices into elementary method courses on the confidence levels and use of technological applications by pre-service teachers and revealed that the pre-service teachers demonstrated a higher use of the technologies that the supervising teachers used in the classroom.

**Dipietro (2002)** conducted a study with a purpose to determine the effect of a constructivist intervention supported by technology on pre-service teachers' confidence in their own ability to plan and create six constructivist learning activities supported by technology. The results revealed a significant difference in each of the six areas.

**Michaels (2002)** investigated the separate and collective effects of gender and two aspects of motivation, attributional style and confidence on the problem solving performance of third grade students. Although there were no gender differences in confidence in mathematics, boys reported a pattern of correlations to confidence that may signify that they place an importance on confidence that girls do not.

**Kou, Huang and Chou (2003)** found that the self-confidence was negatively correlated with cognitive state anxiety, somatic state anxiety and trait anxiety. Male weightlifters had higher self-confidence than female weightlifters. The international athletes' self-confidence was higher than local athletes' self-confidence.

**Fredericks (2004)** ascertained the effect of the use of managed courseware programs implemented in the classrooms on self-efficacy beliefs of teachers. The data collected indicated that veteran teachers and those with high levels of self-described
technical proficiency exhibit the highest levels of self-efficacy beliefs, especially in regard to classroom management.

Melendy (2004) explored the confidence ratings of student teachers on selected standards of the Minnesota standards of effective practice for teachers before and after student teaching. Confidence in creating a learning environment showed a positive relationship with meeting the needs of diverse learners and managing student behaviour prior to student teaching.

Ellen (2005) examined the effects of confidence building techniques on nurses during specific competency assessments of an 8-day orientation course in a Midwestern healthcare institution. The results showed that there were significant differences between the pre-test and post-test self-confidence ratings for nurses in both the control and intervention groups.

Thirumoorthi and Indumathi (2005) found no significant difference between males and females with reference to self-confidence and it indicates that both males and females had the same level of self-confidence. No significant relationship was found between self-confidence and cognitive anxiety among males but negative correlation was found in case of females. Negative correlation between self-confidence and somatic anxiety was found in males. Among females, there was a slight relationship between self-confidence and somatic anxiety.

Lois R. (2006) conducted a study to gain an understanding of the development of self-confidence by exploring and describing the students' lived experiences. Based on the data it was proposed that confidence existed as a continuum fluctuating based on students' interpretations of experiences, yet constantly increasing with time, knowledge and experience. It was suggested that students be provided with tools to overcome negative attacks to self-confidence through a variety of positive activities and coping strategies.

Davis (2007) examined relationships among and between differentiation, profile elevation, gender and educational level (predictors) and depression, confidence, and vocational identity (criterion). Results indicated that differentiation,
profile elevation, gender and educational level did not predict significant variance in depression and vocational identity. However, differentiation, profile elevation, gender and educational level did significantly predict confidence.

Ford (2007) studied the descriptions of confidence of three novice teachers to teach science content and found that all three novice teachers reported high confidence level to teach middle school science and attributed their confidence level to a great degree to the integrated science series of courses.

Graham (2007) designed a study to determine if specified factors are positively associated with the students’ standardized math achievement scores and reported that self-confidence composite proved the strongest indicator of achievement in mathematics.

Rakhasiya (2007) conducted a comparative study of self-confidence among Type-A and Type-B persons. Results revealed that adolescents having competitive and restless traits in their personality were more confident than the adolescents with easy going personality. Further, male and female scores were not found significant on their level of self-confidence.

Anderson (2008) investigated how a counselor’s gender self-confidence (which includes gender self-definition and gender self-acceptance) with in the counseling relationship explains the working alliance between the counselor and client. Results indicated that as gender self-definition scores increased, the quality of the working alliance decreased. As gender self-acceptance scores increased, the quality of the working alliance increased.

Donald M. (2008) conducted a study to determine if teachers use technology more effectively and with more confidence before or after the integration of a technology coach. The data suggested that a technology coach can improve the experience and confidence levels of teachers who are trying to integrate technology into the classroom curriculum.

Ian (2008) investigated the confidence of pre-service teachers in dealing with students’ First Amendment rights. The researcher found no statistically significant
difference between the confidence levels of pre-service teachers based on their subject area or their academic level. In addition, when pre-service teachers have a personal experience with a First Amendment issue, they are more confident in their knowledge and more likely to take action in dealing with the issue.

Thakur and Baghla (2008) reported that the students of public schools have more self-confidence followed by the students of central schools and government schools. In addition, students do not interact significantly towards self-confidence with respect to their sex and school. Although type of sex does not influence the self-confidence of students, whereas, type of school influences. But both, type of sex and school influence each other significantly in their combined influence on the self-confidence level of students.

Courtad (2009) studied the teaching self-efficacy of general and special education pre-service teachers and reported that over the course of a semester, there was no statistically significant difference in the Teaching Self-efficacy Scale (TSES) sum scores between the interns preparing to be general educators and those preparing to be special educators. Profiles of interns with the top and lowest teaching teaching self-efficacy scores indicated that those student teachers in the lower group had a tendency to stay in the lower group for the whole semester, reported less teaching time and were enrolled in the general education preparation programs.

Griffin (2009) conducted a study to determine if there were differences in teacher self-efficacy based on the perceived leadership style of the principal. The results suggested that teachers' perceptions of self-efficacy existed on different levels. Teachers with high and low self-efficacy do not necessarily rely on the principal's leadership style for building their self-efficacy regarding student engagement and instructional strategies. These teachers may rely more on others factors such as their own judgement, education, professional development, motivation, self-reflection, capability, experience and collegial relationships to affect student achievement.

Maginnis (2009) explored the relationship of clinical faculty training with student teacher self-efficacy and reported that five characteristics that affected the
interviewees’ self-efficacy were: a positive relationship, a high level of mental trust, formal feedback, positive verbal support for the student teacher and perceived effective performance. Even though the student teachers had different experiences, overall it was apparent that the consistent use of formative assessment and language support by the clinical faculty resulted in an increased growth in self-efficacy for student teachers.

Orth et. al. (2010) studied the development of self-esteem from young adulthood to old age and reported that self-esteem was lowest among young adults but increased throughout adulthood, peaking at age 60, before it started to decline. On average, women had lower self-esteem than did men throughout most of the adulthood.

II.4 RESEARCH STUDIES RELATED TO ATTITUDE TOWARDS EDUCATION

Sundararajan and Williams (1993) studied teachers’ attitude towards vocational education in the higher secondary schools in Tamil Nadu and reported that there was a significant difference between the teachers of the government, private and matriculation schools regarding attitude towards vocational education. The government school teachers occupied the last whereas the matriculation school teachers the first position as regards the attitude towards vocational education.

Dubey and Ghai (1993) explored the scientific attitude among teachers of different disciplines and reported that male and female teachers, science and humanities teachers did not differ significantly on their scientific attitude.

Deousker (1994) investigated the knowledge, attitude and beliefs of secondary school teachers and students about population education and reported that majority of teachers showed favourable attitude toward the integration of knowledge of population education in their teaching subjects. Both the teachers and students possessed positive attitude/belief as regards religious, social and economic aspects of population education.
Reddy and Babu (1994) studied the attitude of residential and non-residential school teachers towards teaching and found that there existed a significant difference between the attitude of teachers working in residential and non-residential schools. Male as well as female teachers showed a favourable attitude towards teaching.

Santhanakrishnan and Vijaya (1995) studied the reflective attitude of prospective teachers and found that there was a significant difference among the nature and type of course of B.Ed. trainees on the reflective attitude of the prospective teachers.

Singh and Bhargava (1995) investigated the attitude of secondary school teachers towards teaching and learning of Hindi and found that the secondary school teachers had favourable attitude toward teaching of Hindi.

Uma and Venkatramaiah (1996) examined the attitude of rural elementary school teachers towards teaching and reported that majority of male rural elementary school teachers had high and average attitude towards teaching and they assumed teaching as a challenging job. Teachers' attitude towards teaching correlated positively and significantly with involvement dimension and total teacher efficiency attitude.

Vasanthi and Anandhi (1997) studied some factors affecting teacher effectiveness of B.Ed. student teachers and found that among the male student teachers, self-concept and attitude towards teaching contributed negligibly toward teacher effectiveness, whereas, in the case of female B.Ed. student teachers, self-concept and attitude towards teaching were found to be positively correlated with teacher effectiveness.

Kumar (1998) investigated distance learners' attitude towards distance education in relation to academic performance and found that the first degree level distance learners possessed positive and favourable attitude towards distance education. Academic performance was found to be significantly related to their attitude towards distance education.
Das (1999) studied teachers’ attitudes towards the orientation program of academic staff college and reported that all the teachers irrespective of their level of qualifications showed favourable attitude towards the orientation program.

Hollenbeck (1999) while studying the attitudes, perceptions and philosophies of five secondary science education teachers prepared in the constructivists teaching methodology found that in the first year of teaching, three of five teachers studied, taught as constructivist teachers. In the third year of teaching, the classroom practices of the teachers converged more closely to their beliefs and pre-service preparation. In the fifth year, all five teachers were ranked as constructivist in their teaching methodology in the classroom.

Shakuntala (1999) while studying the teacher adjustment as related to attitude towards teaching found that there was a significant and positive correlation between adjustment of secondary school teachers and their interest in and attitude towards teaching.

Wang (1999) conducted a study on how a pre-service education program in Taiwan influenced the attitude and teaching behaviours of four elementary pre-service teachers and revealed that the representative pre-service teachers used a variety of instructional approaches to nurture students’ positive attitudes towards science and to motivate student higher order thinking through hands-on-experiences and cooperative learning. The attitudes and the teaching behaviours held by the four teachers matched reasonably well the teaching philosophy espoused by the teacher’s college professors. The linkage between the science teacher preparation program and pre-service teachers was found to be strong in developing positive attitudes towards science teaching.

Bakari (2000) while developing and validating an instrument to measure pre-service teachers’ attitude towards teaching African American students suggested that TAASS (The Teaching African American Students Survey) is a measurement of pre-service teachers’ attitude towards teaching African American students that has evidence of validity and reliability. It has acceptable psychometric properties and it captures the duality of pre-service teachers’ attitude towards teaching African
American students, namely willingness to teach African American students and cultural sensitivity towards African American students.

Millslagle (2000) identified and examined the potential determinants of male and female students' attitude towards physical education at the elementary and secondary levels. Curriculum was found to be the most influential determinant of positive attitudes among the boys and girls at both the elementary and secondary levels. Fitness was the most influential determinant of negative attitudes among the boys and girls at both the elementary and secondary levels.

Al-Dawoud (2001) while examining pre-service teachers' attitudes towards and knowledge about cooperative learning in Kuwait found that the training workshop affected pre-service teachers' knowledge of and attitude towards cooperative learning strategy. Therefore, the researcher suggested that cooperative learning should be introduced in the college of basic education in Kuwait and University of Kuwait as another teaching and learning strategy.

Holmquist (2001) studied the attitude of student teachers toward evaluation and reported that student teachers who had a positive relationship with their cooperating teacher had a more positive attitude toward evaluation than student teachers who had a negative relationship with their cooperating teacher. The attitude of student teachers towards evaluation improved from the beginning of the semester in September to the end of the semester in December.

Lloyd (2002) examined faculty teaching styles and attitudes towards the cognitive effects of computers in instruction and found that faculty had positive attitudes towards the cognitive effects of computers in instruction but were more positive about the cognitive effects of computer technology on themselves and their students than the learning environment. Faculty felt confident about using computers in instruction in significant numbers.

Parasuram (2002) studied the attitudes of general education teachers toward inclusive education and reported that there was a difference between the attitudes of general education teachers employed in state-aided, private and municipal schools.
State aided and private school teachers showed more positive attitudes toward inclusive education than municipal school teachers.

Miller (2003) conducted a casual-comparative research to determine if there is any relationship between course sequencing and female students' attitudes toward science and found that girls in general had significantly more positive attitudes towards science as compared to boys.

Wolf (2004) measured the attitudes towards Spanglish by student teachers and reported that they despite coursework on multiculturalism did not have significantly more favourable attitudes for the Spanglish dialect.

Zhihuli (2004) found that during the block experience the students became more prepared and confident to teach children who experience reading difficulties, developed new conceptions of teaching and learning process and gained a more positive attitude towards and respect for the teaching profession.

Nihal (2005) investigated the pre-service elementary teachers' attitude toward science in the U.S. and Turkey and reported that both the teachers of both the countries had positive attitudes toward science.

Roy (2005) studied the attitudes of high and higher secondary school teachers and compared the attitudes of male and female teachers towards creative teaching and learning. He found that teachers of high and higher secondary schools had an unfavourable attitude towards creative teaching and learning.

Sharma and Singh (2005) studied the attitude of school teachers towards population education and found that there is no significant difference between male and female school teachers towards population education but rural and urban school teachers differ significantly in their attitude towards population education.

Shokri (2005) examined the pre-service physical education (PPE) teachers' attitudes toward teaching movement skills to students with disabilities in regular educational settings in Saudi Arabia. It was found that PPE teachers held more favourable attitudes toward students with emotional/behavioural disorders than
students with learning disabilities and mental impairments. Also, type of disability makes a significant difference in PPE teachers’ attitudes toward teaching students with disabilities.

Addison (2006) examined the differences in prospective teachers’ attitude toward multicultural education. Mean results indicated that male prospective teachers have more favourable attitude toward multicultural education than female prospective teachers. Regardless of the age of prospective teachers, their attitudes toward multicultural education were similar. The socio-economic status of respondents did not indicate significant difference in their attitudes toward multi-cultural education.

Beatrice (2006) described the educational beliefs and attitudes of teachers of Tulsa Public Schools and reported that these teachers strongly practiced a teacher-centered approach in the classroom even though most professed a learner-centered approach. Three distinct groups were identified among the teachers in terms of their educational beliefs.

Jacqueline (2006) identified the community college faculty attitudes toward distance learning. The major finding from this study suggested that male faculty members had more positive attitudes toward distance learning than female faculty members.

Cheryl (2007) discovered whether there was a relationship between Ebonics and a recent reported change in attitude among African Americans towards education. The findings suggested that when Ebonics viewed an attitude, a change in attitude toward education and learning can be seen; that is, Ebonics was serving as a site of resistance toward education and learning and consequently the attitude associated with it was a form of social change to which educators need to respond.

Ellen (2007) examined high school students’ perceptions of how peer feedback affects attitudes toward science. Results indicated peer assessment provided meaningful feedback that encouraged collaboration and improved understanding, which had a positive impact on attitude.
Mills (2007) surveyed elementary and secondary teachers to determine their attitudes about statistics, their perceptions related to student attitudes and achievement, and their attitudes about their preparation and training. Findings suggest that although most of the teachers have overall positive attitudes about their statistics experiences, many were undecided about their experiences and most reported that they need additional preparation and training.

Mahsa (2008) explored attitudes, beliefs and self-efficacy of pre-service elementary teachers enrolled in a science methods course. The results of this study indicated that a science methods course employing effective teaching strategies can be influential in improving pre-service teachers' attitudes and self-efficacy. The various influential factors instrumental in producing major changes in their attitude, self-efficacy beliefs and views included class activities, readings, videos, weekly reflections, mini and full unit development and collaborative work with their peers.

Erica (2008) examined the elementary school teachers' attitudes and beliefs toward teaching gifted students in heterogeneous classrooms and indicated that if teachers are made aware of their attitudes and beliefs regarding gifted students, then appropriate adjustments may be made in the learning environment producing life long learners.

Erin (2008) described that students' attitudes are most affected by four external factors: the teacher, teaching style, classroom environment and assessments and achievement. Additionally, one internal factor, individual perceptions and characteristics, also affect student attitudes. It was suggested that educators can affect the four external factors in order to influence the internal factor, and, in turn, student attitudes.

Heidi (2008) explored pre-service teachers' attitudes toward, and use of, handheld technology (PDA). Data collected presented mixed results. Despite the initial interest in integrating technology into their teaching, a decline in interest and opinions followed. Merely using the PDA was not enough to bring full integration and sustained use into their classes.
Jeffery (2008) studied the attitudes of six high school earth science teachers toward reform in one Connecticut sub-urban school district and the impact these attitudes may have had on the implementation of inquiry-oriented instructional reforms. It was found that teacher attitudes, experience, familiarity with the content and knowledge of inquiry-based pedagogy were found to be possible influences on how they described and implemented the state reforms.

Byrnes (2009) examined teachers' attitudes about action research and reported that the higher action research attitude are present among teachers that have a positive attitude toward professional development and that teaching level is a significant factor contributing to attitude.

Costello (2009) evaluated pre-service teachers' knowledge and attitudes about child maltreatment. Results indicated distinct differences in the knowledge and attitudes of the pre-service teacher in the current study and the in-service teachers from previous studies.

Huber (2009) explored the influences during fieldwork on pre-service teachers' attitudes towards the inclusion of students with disabilities in the general education classroom. Findings indicated that pre-service teacher attitudes changed significantly after student teaching and that there were significant differences between special education and general education participants. Personal experience with individuals with disabilities and type of disability, severity of disability and age of the student were all influencing factors of the pre-service teachers' attitudes about inclusion of students' with disabilities in the general education classroom.

Gujjar, Akhlaque and Hafeez (2010) conducted a study on students' attitude towards distance teacher education programme in Pakistan and reported that majority of the students appreciated the overall input of the programme though a few eyebrows were raised concerning the assessment of the assignments.

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