CHAPTER - II
CHAPTER II
REVIEW OF LITERATURE

2.1 INTRODUCTION

Everyone agrees that teacher’s performance is the most crucial input in education. Whatever policies are laid down, in the ultimate analysis these have to be interpreted and implemented by teachers as much through personal examples as through the teaching process, says the National policy on Education. Herein lies importance of teacher preparation. In the ‘Art of Teaching’, by Gilbert Heigher (1951), says, “Teaching is much more like painting a picture or making a piece of music. You must throw your heart into it. You must realize that it can’t be done by formulae or you spoil your work, your pupil and yourself.”

Teaching is more than a method or skill or style. It is an art, science, a skill, and a technology. The teacher should have the creative proficiency or an artistic precise attitude of a scientist and perfect skill of a craftsman. Teachers are not only required to teach but also to guide, counsel, research, operate devices and facilitate learning. Teaching / learning process has become quite complicated in recent times in view of the fact that the teacher of the present day has to deal with a large heterogeneous group in every class. Quantitative improvement of teacher has received much attention especially after the National policy of Education of 1986. Qualitative improvement of teacher education is linked with several factors. Among them stress can be laid on the quality of students choosing teaching career. In this context, the present investigation is on the influence of self-confidence, attitude towards teaching profession, creativity and emotional intelligence of the B.Ed. trainees in the Colleges of Education is of utmost significance.
2.2 REVIEW OF RELATED LITERATURE

Human beings are considered as social animals. They have the advantage of acquirement of inherited knowledge from their ancestors, previous generations and past teachers etc., unlike other animals that must start a new with each generation. This is because of special nature of human that they had been able to express distinctly by ancestral development of languages, scripts, recording tools such as palm leaves, papers and now in the recent times compact disks (CDs) etc.; which enable man to build upon by reckoning the accumulated and recorded knowledge of the past.

In the study of any field of knowledge, the investigator needs to have adequate familiarity with various resourceful reference materials available in the libraries in the forms of books by expert authors in the related fields of knowledge. This makes it worthwhile and effective in the search of knowledge. In the field of education as in other fields too, the research worker needs to acquire up to date information about what has been taught and above in the particular area from which he has selected a problem for research. So the investigator has made some important studies related to the topic.

2.3 NEED FOR RELATED LITERATURE

A summary of the writings of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation.

According to BEST and KAHN (1968), the review of related literature helps

1. To sharpen and define understanding the existing knowledge in the problem area.
2. To provide a background for the research project

3. To make the reader aware of the status of the problem or issue of the study.

In searching related literature, the investigator looks into the following important elements:

   a. Reports of studies of closely related problems that have been investigated

   b. Design of the study including procedures employed and data gathering instrument

   c. Population that were sampled and sampling methods employed

   d. Recommendations for further research

In this chapter an attempt is made to present a review of the studies available from the researchers related to case study “A study on self-confidence, attitude towards teaching profession, creativity and emotional intelligence in relation to their academic achievement.”

The related literature with regard to five variables involved in the present study has been reviewed so as to get a proper theoretical orientation of the problem at hand. According to L R Tray the review of educational research summarises a number of related studies on given topics.

By reviewing the literature a scholar can investigate the problem of framing good hypotheses, planning for suitable tools and techniques, collecting appropriate data and analysing them in the light of good theoretical perspective.

In this chapter an attempt has been made to make a survey of literature related to problem under study.

This chapter throws light on various studies undertaken in the past in the same area as the present study. Before going into any new study, review of related literature is necessary.

Review of related literature is an eye opener for the research work. It helps the research work in determining sample size, choosing tools and procedure for
collecting data, in selecting appropriate statistical tools and analysing and interpreting the results. Also, it allows the researcher to acquire current knowledge in the field or area in which the researcher is going to conduct the research, thus the study of review of related literature is very useful in the research work. In this chapter an attempt is made to review of related literature with regard to the study undertaken.

2.4 STUDIES RELATED TO SELF CONFIDENCE

COLEMAN et.al (1958) says “the subjective aspect of task difficulty is the individual skill. The significant variables were found to be the subject, task, skill and his confidence.”

SHERWOOD J.J (1962) in his dissertation says that self-identity and self-actualization revealed that the high self-confident people describe themselves with more positive attributes is well known and indeed the positivity of self-description is sometimes used to measure self-esteem.

JERSILD (1965) says that self-confidence is composite of person’s thoughts and feelings, strivings and hopes his views of what he is, what he has been, what he might become and his attributes.

PRIEMAVARA et.al (1971) says that individuals having positive self-confidence have shown higher achievement.

According to ENCYCLOPAEDIA OF EDUCATION (1971) the important factor that enhances the individual’s resistance to group pressure is his confidence.

ARUNA (1975) in her study revealed that the student leaders had significantly higher self-confidence when compared to non-leaders.

ADLER (1978) says that the concept of self-confidence is the perceptions, beliefs, feelings, attitudes and values which the individual views as a part or characteristic of his or her being.
HALPIN (1980) a study on self-esteem a concept related to self-confidence has revealed a positive relation with nurturance and instrumental companionship. He also says that the pupils who felt that their parents had frequently spanked, deprived their privileges whenever their achievement had fallen short of parental expectation, physical and psychological punishments have significantly lower self-confidence.

SINGH AND SINGH (1986) revealed that severe punishment and strict rules authoritarianism prevent children from developing self-confidence.

SLEEPER et al (1987) found overall, sex of subject differences in self-confidence are less powerful than the effects yielded by the sex of others in achievement settings.

HALL (1990) found that self-confidence of females is not lower than that of males.

ZAINNDDIN AND HARSH TALUJA (1992) in their study of occupational aspiration in relation to self-confidence and creativity among female college fresher’s indicated significant but negative relationship between creativity and occupational aspiration, Self-confidence and creativity and self-confidence vs. occupational aspiration.

AMEERJAN (1994) indicates in his study that the parental behaviour instrumental companionship have an influence on self-confidence. On the other hand more perfectiveness and frequent physical and psychological punishments have less influence on self-confidence.

KALAIAN et al (1994) reported gender differences among secondary teaching candidates across three categories of criterion measures in self confidence in teaching, anticipated sources of professional knowledge and educational orientations and beliefs.

SALINAS et al (1999) suggested a positive effect of the teaching orientation for international teaching assistance (I T A S) on their perceived level of self-confidence about their ability to teach in English.


ZIEGLER et al (2000) indicated that girls already expressed significantly lower levels of self-confidence regarding chemistry than did boys.

WILSON (2000) found that the perceived importance of various sources of self-confidence differed between and within gender.

SHAH et al (2001) found that there is a positive and significant effect of saral meditation on intelligence, performance and confidence.

MEENAPURWAR (2002) in her study attempts to find out the relationship and differences in self-confidence, intelligence and level of aspiration among scheduled castes and non-scheduled caste boys and girls in urban and rural area. A sample consisted of four hundred students’ boys and girls both of scheduled caste and non-scheduled caste studying in higher secondary schools situated in Kanpur Nagar and Kanpur dehat. Results and findings show that self-confidence and intelligence is higher in non-scheduled caste urban and rural boys and girls. The highest level, aspiration was found in scheduled caste urban boys and average level aspiration of scheduled castes urban girls.

GAUR et al (2003) revealed that those who practised the Preksha meditation for 25 days increased their ego strength, confidence, self-assurance, spontaneity and they became emotionally more stable, calm and able to face their reality and reduced their jealousy.

TIRATH SINGH (2008) found that the effect of Shaktipath meditation on self-confidence of student teachers. An experiment was conducted on 152 student teachers of B.Ed. On the basis of non-randomised control group pre-test and post-test design analysis by ANOVA showed that shaktipath meditation is an effective practice to improve self-confidence. Further gender was found to
significantly affect self-confidence whereas religion did not. Male and female, Hindu and Sikh religion student teachers have equally benefitted from meditation when pre self-confidence and general intelligence were statistically controlled.

2.5 STUDIES RELATED TO ATTITUDE TOWARDS TEACHING PROFESSION

It is assumed that effectiveness of a teacher depends to a considerable extent on his attitude towards his teaching profession. Studies conducted on this theme have reported controversial results so far as the relation between teacher effectiveness and professional attitude is concerned.

The fact that attitudes give direction to one’s behaviour implies that they are very similar to motivation, goal seeking and purposeful. A positive favourable attitude makes satisfying and professionally rewarding. A negative unfavourable attitude makes the teaching work harder, more tedious and unpleasant. Moreover effective learning on the part of the pupils can be achieved by employing teachers with the desirable attitudes or shaping their attitude towards teaching profession.

VELDMAN AND KELLY (1965) found in his study that effective student teachers were more positive attitude and friendly.

SAMANTAROY (1971) found that there exists some degree of positive relation between teacher’s attitude towards their profession and teaching efficiency.

SUNDARARAJA RAO AND KULANDAVEL K (1971) found that graduate trainee showed generally a favourable attitude towards the teaching profession and the women trainees have significantly more favourable attitude towards teaching profession in the state of Madras.
Few experimental and field studies show that teacher training has a favourable impact on the values and attitude of teaching profession (AHLUWALIA 1974, GARCIA 1976, VERMA 1968).

Unless one has interest in one’s profession and also a favourable attitude towards it, one can’t be successful in one’s profession (SINGH 1974, AHLUWALIA 1974, DEMODAR 1977, MANN 1980).

SARAN S.A (1975) found that attitude towards teaching profession positively related to experience in the teaching profession and age. Also the need achievement, a basement, endurance and autonomy had hardly any influence form of attitude towards teaching profession.

MALHOTRA (1976) and GUPTA (1977) found that success in teaching significantly relates to professional attitude.

ARORA (1976) conducted a study on differences between effective and ineffective teachers in relation to attitude towards teaching. The result revealed effective and ineffective teachers differed on the attitude of teaching.

CHHAYA (1979) made an investigation into certain psychological characteristics of an effective teacher. The major finding is that effective teachers had significantly better personality adjustment and more favourable attitudes towards teaching than ineffective teachers.

RAGHURAM SINGH (1980) has also revealed that the Colleges of Education University of Madras have been quite successful in building favourable attitudes, on the part of B.Ed. and M.Ed. students; students from higher socio-economic status had better attitude than those with low socio-economic status.

WERA CHAISRISOOK (1982) found among the secondary teachers of Thailand, that the professional attitude of urban teachers was more favourable than that of rural teachers. Also female teachers have more favourable attitude towards teaching profession than male teachers. The more experienced teachers had more favourable attitude than less experienced teachers. Area and sex interacted, so far as the professional attitude of teachers were concerned. The
favourable attitude increased with age. There was also positive relationship between teaching efficiency and attitude towards teaching profession. There was positive relationship between teacher’s professional attitude and professional growth.

Student teachers attitude towards teaching and their interest in teaching and attitude towards teaching. Also certain studies have revealed teaching competencies (PASSI and SHARMA 1982).

SUNDARARAJAN.S et.al (1991) have shown that there is negative correlation between teacher’s professional attitude and professional growth.

GOPALOCHARULU R.V.V (1984) found that attitude towards profession and attitude towards training influenced theory and total achievement significantly, amongst student teachers in the teacher training institutes of Andhra Pradesh.

UPADHYAY.B (1984) also found that teacher trainees of Sanskrit university had a significant higher positive attitude towards the teaching profession than the teacher trainees of other universities.

PATIL G.G (1984) found that female pupil teachers had a more favourable attitude than male pupil teachers, and that experience played a great role in the development of favourable attitude towards the teaching profession.

DUBEY and RAJESHWARI (1986) revealed that male and female B.Ed. trainees whether they seemed high or low in their integration of instructional skills, had favourable attitude towards the profession. No significant relationship was found between intelligence and attitude towards teaching. On the part of prospective teachers are positively and significantly correlated with job satisfaction and course achievement. (AGARWAL S.P 1974, GARCIA R.A 1976, GUPTA Y.K. 1985, VENKATTAIAH and JEYACHANDRA NAIDU 1986)

SINGH R.S.C (1987) found that there was no significant difference in mean scores of male and female teachers, belonging to rural and urban areas in attitude towards teaching profession.
KANWARJIT SINGH and AGYAJIT SINGH (1988) have referred that successful teaching has been found to be significantly related to favourable attitude towards children teaching profession (WANDT 1954, RYANE 1960, QURAISHI 1975, KOUL 1975, MANN 1979).

SHARDA MATHUR (1990) has observed that teachers being the dynamic agent of schooling affect the behaviour, development and learning of students to a great extent. Their attitude towards creative learning and teaching has a direct bearing in the development of creativity in students.

KIRIBA CHARLES (1996) has revealed the significance and importance of self-concept belief in traditional Indian values and security in the determination of interest in teaching and attitude towards teaching profession. Even though there is a significant positive correlation between interest in teaching and attitude towards teaching profession, the influence of the three independent variables on the dependent variables are not the same. It is predicted that the B.Ed. trainees have higher contribution from self-concept, belief in traditional Indian values and security on their attitude towards teaching profession. It is also revealed in the higher percentage of them having favourable attitude towards teaching profession but only lesser percentage of them have fairly high interest in teaching. It has been predicted from the present study that the three independent variables exert significant influence on attitude towards teaching profession than on interest in teaching with respect to total sample of B.Ed. trainees’ male, female, Govt. College, private college, rural B.Ed. trainees. Also with respect to urban B.Ed. students it has been predicted that the influence of the three independent variables on interest in teaching is higher than that on attitude towards teaching profession.

SHRADDHA SHUKLA (1997) designed to investigate the attitude towards their teaching profession. The sample consists of 180 teachers selected randomly from different degree and post graduate college of Kanpur city. The tool used in present investigation is self-mode teachers’ attitude inventory (i.e.)
the Likert type scale. The mean and standard deviation were calculated and critical ratio is applied for test of significance. Majority of teachers show average favourable attitude towards their profession. Further, more female teachers show greater positive attitude than male teachers but there is no significant difference in between the attitude of male teachers and female teachers.

A.R. ANNAMALAI (2000) made an attempt to find out the attitude of teachers profession. AHULUWALIAS teacher’s attitude scale was used to measure the attitude of teachers towards teaching. The results show that men and women teachers do not differ in their attitude towards teaching. Location of the school and level of teaching did not have any influence upon the teachers’ attitude towards teaching.

SUNITHA.K in her findings reveals that
1. There is no significant difference between male female respondents, B.Sc., and B.A. qualified respondents, P.G, qualified non P.G qualified respondents, with or without previous teaching experience, married and unmarried respondents in attitude of student teacher’s towards teacher training.
2. There is significant difference in attitude of the student teachers who are categorized based on their year of passing, towards teacher training.

According to MANJU PANDAY and RAMA MAIKHURI (2005) based on the results derived from the analysis of the data it is clear that effective and ineffective teachers as well as male and female teachers are equally positive towards their teaching profession. Although many previous studies exhibit that attitude of teachers is vital factor which determine his or her effectiveness, the teachers’ positive attitude towards teaching profession is not behind his effectiveness.

A.SELVARAJ GNANAGURU, M. SURESH KUMAR (2008) found out the relationship between under achievers home environment and their attitude towards teaching. For this purpose a sample of 892 B Ed students was randomly
selected. Researchers identified the under achievers by regression equation method. In the sample 252 were identified as under achievers. The study reveals that the under achievers have satisfactory home environment and unfavourable attitude towards teaching. There is significant relationship found between the under achievers home environment and their attitude towards teaching. Male and female students differ significantly in their own environment and attitude towards teaching but not in their achievement score and intelligence score.

**V.SUMANGALA, V.K.USHA DEVI (2009)** carried out the objective of finding the efficiency of role of conflict, job satisfaction and attitude towards teaching in predicting success in teaching among the secondary school women teachers of Kerala. The survey was carried out among 300 secondary school women teachers working in 53 Government and Private Aided secondary schools of 10 districts of Kerala. The tools used for collecting of data were role conflict scale, job satisfaction inventory for teachers, scale of attitude towards teaching profession and teaching success scale. The survey revealed that all the three variables are related to success in teaching. Role of conflict and attitude towards teaching profession are capable of predicting success in teaching whereas job satisfaction is not capable of predicting success in teaching. Role conflict has greater predictive efficiency (i.e.) 26.464% when compared to attitude towards teaching profession which has the predictive efficiency of 13.550 %. Thus 40% of the variance in success in teaching among the secondary school woman teachers is accounted for by the variation due to role conflict and attitude towards teaching profession.

**PARVATHI.S. GANTI, JAGADISH (2009)** aims to find out the attitude of the secondary school teachers towards teaching profession. **UMEE KUKUMS** attitude scale has been administered and a random sample of 100 teachers working in secondary schools. The data was analysed using “t’ test. In this study attitude towards teaching profession of secondary school teachers is highly favourable. The teachers working in secondary schools do not differ
significantly in their attitude towards teaching profession with respect to gender and type of school.

ANIL AMBASANA (2011) in his findings found that most of the teachers were possessing high attitude towards professionalism. Gender, faculties (social science, science, and linguist) and teaching courses (professional and non-professional) had no significant effect upon teacher’s attitude towards teaching profession. Teaching experience was positively influencing teacher’s attitude towards teaching profession.

2.6 STUDIES RELATED TO CREATIVITY

BIH (1964) found that there is positive and significant coefficients of correlation ranging from 0.136 to 0.420 between the verbal measure of Torrance test of creative thinking and California achievements test scores in a study involving 210 students from fourth to sixth graders.

GETZELS and JACKSON (1965) found in the test and identified two groups of gifted children, the one group scores highly on tests of intelligence but lower on creativity tests and other highly on test of creativity but lower on test of intelligence. They found that while the average I Q of the groups varied by twenty three points; both groups were equal in academic achievements.

TORRANCE (1965) studied that two groups of gifted children the first group consisted of youngsters who were in the top of 20 per cent on intelligence tests but not in the 20 per cent on tests of creativity, the second group of children were in 20 per cent on tests of intelligence, he found that there was no difference in scholastic achievement between the group.

RAZIK (1967) found that females were out ranking males in their creative ability in a sample drawn from four colleges of agriculture, education, engineering, applied and fine arts. The females were definitely superior to males on four out of six tests of creativity.

SEARS (1969) reports that emotional support of a satisfaction with the children is related to higher rates of creative thinking children. SEARS found that the
low degree of punishment in the home, low pressure for conformity and emotional support of and satisfaction with the children are related to high rates of creative thinking in children.

**PARSSIB K (1971)** conducted the seeing problems test, unusual use test, consequences test, test of inquisitiveness, the square tests and Block test of creativity. Urban students were found to be significantly better than rural students. The study of criterion variable of scholastic achievement was found to be significantly influenced by the major effects of sex, residence, grade, creativity and intelligence.

**SINGH. R.J. (1977)** investigated the psychological makeup of sociological background of creative and non-creative student teachers. The study revealed that higher creative among student teachers tended to go with higher economic value, better family background and urban living. Low creative on the other hand, seemed to be associated with poorer adjustment, poor family background and rural living.

**SRIVASTAVA (1977)** administered in **MEHDILS** test of creative thinking to 543 urban and 354 rural students of 10th found that the students belonging to higher income group were significantly high on creativity test in comparison to middle and low income groups and that children of less educated parents on creativity and that children of highly educated parents scored significantly higher the children of less educated parents on creativity tests.

**ACHARYULA (1978)** studied that the relationship among creativity, intelligence and school achievement using Torrance test of creativity thinking both verbal and figural batteries and Cattell’s culture fair intelligence test on 400 urban students. He found that the correlation between verbal creativity and school achievement were as high as those between intelligence and school achievement. Further study showed non-significant differences in achievement between the high intelligence and high verbal creativity despite significant differences in their intelligence and creativity.
VIJAYALAKSHMI. J (1979) used Nair’s Kerala University test of creative thinking and Nair’s socio economic scale data sheet on 425 pupils of the age group 13-15 secondary school students from urban and rural areas of Kerala. She established that there is a positive relationship between creative thinking ability and academic achievement. Similarly high creativity was found to be from a high socio economic stratum.

In a comparative study on convergent and divergent thinking by KLAYSMIER and WEIRMA it was found that girls scored lower than boys on convergent but higher on divergent thinking tests.

BHADUARIA (1980) found that the gifted students had better creative production, originality, adjustment and positive self-concept than non- gifted students.

SHAG (1980) found that the gifted students had better creative production, originality adjustment and personality correlated of creative children on 700 students of Bhopal division and found that scientific creativity was normally distributed and urban students were better.

MISHRA (1982) found that house and school environment had a significant positive relationship with scientific creative potential.

SHARMA K (1982) studied the factors related to creativity for his PhD thesis. The sample consisted of 481 students of standard 9th from 23 different Government, Private, Aided, and Central schools of Delhi. Data were collected using Raven’s standard progressive matrices, non-verbal test of creative thinking of Baquer Mehdi, social desirability scale of Edward, he found that scholastic achievement was found to be positively related to measures of creativity.

RAI (1982) investigated to identify creative and non-creative students in science a set of task involving problem solving ability was developed for the study. The sample for the study consists of 200 students from two secondary schools of Patna. The two groups of creative and non-creative students were
tested on problem task. The creative and non-creative groups differed significantly in their problem solving ability.

**KARUNA and SHANKARMISRA (1986)** investigated that scientific creativity among girls its impact on school environment. The findings suggested that the development of science creativity among girls is not influenced by their perception of high and low levels of cognitive encouragement, acceptance, permissiveness and rejection in their school environment.

**KRISHNAMURTI (1987)** conducted a study to determine if the environment did approach that described as creative genic and determine if the children were more creative than the norm. Students’ creativity scores on both the instruments were significantly with number of years spent in the school indicating that an environment which exchanges creativity does not necessarily do so at the expense of academic achievements.

**RUSSO (1987)** found that creativity and cognitive problem solving strategies of bright and average students. Six random fifth and six random sixth graders and twenty divergent tasks were used to evaluate the students level of creativity, fluency, flexibility, originality and elaboration at the beginning and end of the program. Torrance’s tests of creative thinking problem solving strategies were determined from the results of three cognitive oriented problems. No significant differences were found between the problem solving strategies of bright and average students.

**BARBARA (1995)** investigated to develop creative thinking in 7th and 8th grade students. Subjects were pre tested with the **TORRANCE** test of creative thinking, verbal and figural forms A and B. Results did not indicate clear success or the lack of it for either method. Consequently in each case the research hypothesis that a significant difference between the groups would exist following instruction was not sustained.
AKHTAR (1998) showed that there were no significant sex difference in creativity among high school students belonging to high & low levels of intelligence.

RANGARAJAN (2000) conducted on a sample of 83 teachers’ trainees studying diploma in teacher education (DTE) course, with the objective of finding out whether there was any difference between men and women teacher trainees in creativity autonomy in learning and academic achievement, and whether there was any relationship between these variables. The study revealed that there was no gender difference in creativity, autonomy in learning and academic achievement and the relationship between the variables was not significant.

GAKHAR S. C, SEEMA CHOPRA, SUKHWINDE R SINGH in their major findings revealed that
1. High creative adolescents are found to be higher on Emotional Intelligence level than low creative adolescents.
2. High creative boys were emotionally more intelligent than the high creative girls.
3. Low creativity girls were slightly more emotionally intelligent than the low creative boys.

Mrs S. GOWRI (2005) conducted on the sample of 350 students of four different schools showing the differential analysis; it is evident that there is no significant difference between boys and girls, among different communities and among different religions in creativity.

Mrs S. VENKATA RAMANA (2007) conducted on the sample of 450 students of two different colleges (Tamil Nadu Arts and Science College and Rajarajeshwari College of Engineering), concluded that there is a significant difference between male and female students in creativity whereas, there is no significant difference between male and female students in anagram test in English.
BHASKAR REDDY (2008) in his study aims to find out whether male and female students do not differ in their creativity. The investigator finds out that women teacher do not differ significantly with regard to their creativity. The study was conducted with a sample of 200 students.

MD. MOHMOOD ALAM (2009) in his study aims to find out the extent of relationship between creativity and achievement motivation of the students and academic achievement. A representative sample of 450 students studying in 10th class was drawn using survey method. The tools used were Creativity Baquermehdi and Achievement motivation scale by BEENA SHAW. The findings revealed a significant positive relationship between Creativity and Academic achievement.

2.7 STUDIES RELATED TO EMOTIONAL INTELLIGENCE

SHASHI AGRAWAL (1998) concluded in her emotional intelligence study that, there is an impact of emotions in teacher training institutions. She suggested improving the emotional management techniques & inputs of affective domain interventions for helping to improve areas of affective domain and balancing rational intelligence with emotional intelligence.

A study conducted by NADA ABISAMRA (2000) shows that there was a positive relationship between emotional intelligence and academic achievement of 11th graders on laying emphasize on the importance of emotional intelligence of the students, school performance.

J.D.MOORJANI, MEERA JAIN AND MAMATA GERYANI (2002) studied emotional intelligence of adolescent girls personality type. A sample of 120 girls equally of all faculties’ arts, commerce and science was taken on random basis as a moderating variable. Significant differences were noticed in arts and commerce, commerce and science. Neuroticism is negatively related with emotional intelligence.

AJAY KUMAR BHIMRAO PATIL, Azad College of Education, Satara (Edutrack Journal, March 2006) in his findings found out
• that there is no significant difference between Emotional Intelligence of male and female students teachers

• there is no significant difference in the Emotional Intelligence of student teachers of Arts and Science faculties

• There is no significant relationship between Emotional Intelligence and academic achievement of student teachers.

SURESH K.J AND V.P JOSHITH (2008) in their research found out that at present there is a little in the way of published fundamental research that examines either emotional intelligence or the factors effecting EQ. In the present study the investigator found a significant negative relationship between variables, emotional intelligence and stress for the total sample of 202 students and sub samples. So it can be studied that the two variables are inversely related from the above results and individuals having high emotional intelligence may have low stress and this will directly contribute to the positive development of the individual and society.

UMA DEVI M.R (2009) in her studies aims to find out the relationship between emotional intelligence, achievement motivation and academic achievement of primary school student teachers. Emotional intelligence scale & achievement motivation scale was administered on 200 B.Ed. students and the data obtained was subjected to descriptive correlation differential analysis. The results revealed that there is a positive relationship between emotional intelligence and academic achievement, achievement motivation and academic achievement.

INDU H (2009) investigated on the Emotional intelligence of 500 secondary teacher trainees. The results revealed that there was no significant difference in the emotional intelligence of the sub-samples like gender, type of family and type of institution.
SAHAYA MARY (2010) in her findings of the study revealed that there is a significant difference between qualification, community, influence to be a teacher and attitude towards teaching of a student teacher. There is no significant difference among gender, subject, community, influence of other previous teaching experience and the emotional intelligence of the student. There is a significant relationship between emotional intelligence and attitude towards teaching profession of student teachers.

2.8 STUDIES RELATED TO ACADEMIC ACHIEVEMENT

GETZELS and JACKSON (1965) found in the test and identified two groups of gifted children, the one group scores highly on tests of intelligence but lower on creativity tests and the other highly on test of creativity but lower on test of intelligence. They found that while the average IQ of the groups varied by twenty-three points, both groups were equal in academic achievement.

KOLESNICK (1970) stated that girls regularly surpass boys in academic achievement at both elementary and high school levels despite the fact that there is no significant difference in sex as far as IQ is concerned.

SHARMAL (1978) made a study on success in teaching in relation to self-concept, intelligence, experience and academic achievement of teachers. The study revealed that the causes for under and lower achievement varied from defective text books to some personal needs. Imparting of limited knowledge, blind use of rules, defective text books, insufficient drill work, absence of methodical approach were some of the causes of low achievers in schools of Assam.

VIJAYALAKSHMI J (1979) used Nair’s Kerala University test of creative thinking and Nair’s socio economic scale data sheet on 425 pupils of the age group 13-15 secondary school students from urban and rural areas of Kerala. She established that there is a positive relationship between creative thinking
ability and academic achievement. Similarly high creativity was found to be from a high socio economic stratum.

**SHAH (1990)** in his study relationship among intelligence, self-concept, and academic achievement of pupils of X of semi urban and rural areas of Sihore taluk conducted that there is no significant difference in self-concept and in academic achievement. Intelligence is more related to academic achievement than self-concept.

**SHOBHA SINGHERI (1991)** made a study to find out relationship between academic achievement and academic motivation. The results indicate significant positive correlation between academic achievements is positively related.

**NATARAJAN (1993)** made a study to compare the self-concept. Of first, second and third generation learners in higher secondary school to find out the contribution of self-concepts level of aspiration and future time perspective of the academic achievement of these generation learners. The results show that the better academic performance of third generation learners is due to education of the family. The students do better in academic performance when parents are educated.

A study conducted by **NADA ABISAMRA (2000)** shows that there was a positive relationship between emotional intelligence and academic achievement of 11th graders on laying emphasis on the importance of emotional intelligence of the students, school performance.

**RANGARAJAN (2000)** conducted on a sample of 83 teachers’ trainees studying diploma in teacher education (DTE) course, with the objective of finding out whether there was any difference between men and women teacher trainees in creativity autonomy in learning and academic achievement, and whether there was any relationship between these variables. The study revealed that there was no gender difference in creativity, autonomy in learning and academic achievement and the relationship between the variables was not significant.
AJAY KUMAR BHIMRAO PATIL, Azad College of education, Satara (2006) in his findings found out that there is no significant relationship between emotional intelligence and academic achievement of student teachers.

UMA DEVI M.R (2009) in her studies aims to find out the relationship between emotional intelligence, achievement motivation & academic achievement of primary school student teachers. Emotional intelligence scale & achievement motivation scale was administered on 200 B.Ed. students and the data obtained was subjected to descriptive correlation and differential analysis. The results revealed that there is a positive relationship between emotional intelligence and academic achievement, achievement motivation and academic achievement Male, female, arts and science student teacher do not differ in emotional Intelligence and achievement motivation.

MD. MOHMOOD ALAM (2009) in his study aims to find out the extent of relationship between creativity and achievement motivation of the students and academic achievement. A representative sample of 450 students studying in 10th class was drawn using survey method. The tools used were Creativity Baquermehdi and Achievement motivation scale by Beena Shaw. The findings revealed a significant positive relationship between Creativity and Academic achievement.

UMA DEVI M.R in her findings revealed that
1. The analysis of the correlation between problem solving ability and academic achievement of IX students reveals that there is positive and moderate correlation value being 0.41 between problem solving ability and academic achievement.
2. There is no significant difference in problem solving ability of boys and girls.
3. There is a significant difference in problem solving ability of students studying in Government and Private schools.
4. There is significant difference in academic achievement of students with high, moderate and low problem solving ability.
5. There is a positive relationship between problem ability and academic achievement of IX students.

VIJAYA KUMARI. K in her study focused on the relationship of academic anxiety, and achievement motivation and academic achievement. It also tries to find out the main and interaction effects of academic anxiety, achievement motivation on academic achievement. This study was conducted on a sample of 400 IX class students of Kerala state. Findings of the study reveals that academic achievement is negatively related to academic anxiety and positively related to academic motivation. The main effects of the three variables Academic Anxiety, Achievement motivation and sex on Academic achievement is significant.

2.9 SUMMARY

By going through the related literature it is revealed that most of the work results go together. The student teachers who have high self-confidence have positive effect on academic achievement. Many of the research studies show that men and women student teachers do not differ in their attitude towards teaching profession. The studies show that there is a positive relationship between creativity and academic achievement. Some of the studies show that there is a positive relationship between Emotional intelligence and Academic achievement.

This review is very much helpful in forming the basis of present study and the given studies are essential for the present study and they are statistically analysed and proved. This has provided the researcher with useful guidelines.

With this review of literature, the statement of the problem and hypotheses are given in the chapter III methodology.