REVIEWS OF RELATED RESEARCH

In this chapter an attempt has been made to present a brief review of researches available in the particular field concerning the problem. In order to do something new it is necessary to scan the past of that particular subject of the field and its related literature. According to Scott and Wertheiner (1962) “Review of related literature may serve to avoid unnecessary duplication and may help to make progress towards the solution of new problems.”

It stimulates and encourages the investigator to dive deep into the pros and cons of the problem and desire pleasure and satisfaction of its own. It helps us in paving the way for understanding the potentialities of the problems in hand. Review of related literature is an essential pre-requisite to actual planning and execution of any research work, it provides the researcher an understanding of the research methodology which refers to the way study is to be conducted (Best 1983). The studies cited, have direct or indirect relation with the variables of emotional intelligence, stress, academic adjustment and teaching aptitude. The review has been grouped under following sub categories:

(i) Studies on Emotional Intelligence
(ii) Studies on Stress
(iii) Studies on Academic Adjustment
(iv) Studies on Teaching Aptitude

The researcher has gone through various studies which were mostly conducted on the emotional intelligence of student-teachers and teachers. Their review is presented in the proceeding lines.

2.1 STUDIES RELATED TO EMOTIONAL INTELLIGENCE

Islam & Singh (2016) conducted a study on B.Ed. students and studied their relationship between Stress and emotional intelligence, teaching aptitude and emotional intelligence, and stress and teaching aptitude. It was found that there is significant negative correlation between emotional intelligence and stress ($r= -0.285$, $p< 0.05$), Emotional intelligence and Teaching aptitude are found to be positively correlated ($r= 0.795$, $p<0.05$). The results also revealed that Stress and teaching aptitude are negatively correlated ($r= - 0.386$, $p < 0.05$).
Hekmatzadeh, Khojasteh & Shokrpour (2015) investigated the relationship between emotional intelligence and job satisfaction of teachers. Furthermore, in this study they tried to answer whether there is a significant difference between emotional intelligence and job satisfaction of teachers in terms of gender. A 90-item Bar-On questionnaire was used to measure the teachers’ emotional intelligence; Pearson Product-Moment Correlation Coefficient statistical test was used. The results showed that there was a positive and significant correlation between emotional intelligence and job satisfaction of teachers. The results also revealed that there was a statistically significant difference in emotional intelligence between male and female teachers. Based on their findings the researchers suggested that some preparatory courses aiming at enhancing the important psychological traits such as emotional intelligence should be incorporated in educational programs designed for novice teachers so that it will contribute to pedagogical improvement.

Ahamad (2015) conducted a survey based research on Emotional Intelligence of pupil-teachers. The objectives were to study about emotional intelligence of pupil teacher according to stream (Arts, Science and Commerce). Total 180 samples from 4 colleges of Lucknow were selected with the help of Emotional Intelligence Scale (EIS) developed by Hyde, A., Pethe, S and Dhar, U and published by National Psychological Corporation, Agra. Data was categorized and analyzed by SPSS package. The results showed no significant difference in the emotional intelligence of arts, science and commerce stream pupil-teachers. Approximately same level of emotional intelligence was found in Arts, Science and Commerce stream students. It means that stream has no role in developing emotional intelligence among pupil teachers of Lucknow. Pupil teachers show their emotionally balanced characteristics in the present study.

Bradberry (2014) concluded that an individual’s emotional intelligence is the foundation for a host of critical skills—it impacts mostly everything one says and does each day. Emotional intelligence is the single biggest predictor of performance in the workplace and the strongest driver of leadership and personal excellence.

Singh (2014) studied the emotional intelligence of school teachers and found that different professions require different emotional quotient levels and to be successful in teaching profession one needs to have high emotional quotient level.
Hans, Mubeen and Rabani (2013) examined the level of Emotional Intelligence among teachers working in the private institutions in Muscat, Sultanate of Oman, with emphasis on the importance of Emotional Intelligence in personal, academic and career success. Descriptive research design was adopted and proportionate stratified random sampling technique was used. Result indicated that the private educational institutions teachers have fairly high level of Emotional Intelligence. It was inferred that the teachers would not compromise with their core values while imparting the quality knowledge. It was also concluded that teachers had more awareness about the feelings and emotions of students and self, which is good for an effective pedagogy in private educational institution. It was also found that even if Empathy factor score was found low, overall EI scores was relatively higher among the private teachers. Study revealed that the teachers of private educational institutions had high level of Emotional Intelligence. The high level of EI among teachers indicated that they had the ability to identify, assess and control the emotions of self, peers and students in their teaching institution.

Reddy & Poornima (2012) emphasized that the curriculum of teacher education should include Emotional Intelligence training package and that the service teachers should be given training in Emotional Intelligence competencies techniques so that they can practice the same and impart Emotional Intelligence competencies to student-teachers.

Mangala & Anwar (2012) studied the relationship between Emotional Intelligence and Personality Adjustment among teacher-trainees in Mysore city. The sample comprised of 900(510 female+390 male) student-teachers of D.Ed. institutions, the results revealed that student-teachers with high level of emotional intelligence could easily get adjusted to home environment. Significant difference was observed among social, emotional and health adjustment. There was no significant influence of Socio Economic Status on emotional intelligence on teacher-trainees.

Kaur & Sharma (2011) studied the teaching competence of student-teachers on the basis of their Emotional Intelligence. The sample comprised of 183 student-teachers, it was found that the student-teachers with high level of emotional intelligence had significantly higher level of teaching competence than student-teachers with average and low level of emotional intelligence.
Devi et al., (2011) conducted a study on emotional intelligence and life satisfaction among married and unmarried female teachers. Results showed that married female teachers have high emotional intelligence and are more satisfied than unmarried high school teachers.

Kumar (2011) conducted a study on the emotional intelligence of prospective teachers, he studied the relationship between their emotional intelligence and adjustment, and compared the emotional intelligence of male and female prospective teachers. The sample for the study comprised of 200 (male & female) teacher trainees of Punjab and Chandigarh Colleges. A positive correlation was found between emotional intelligence and adjustment, the study revealed that there is significant difference between the emotional intelligence of male and female prospective teachers. No significant difference was found between the emotional intelligence and high, average and low adjustment of prospective teachers.

Saiiari et al. (2011) investigated the relationship between emotional intelligence and burnout syndrome on teachers of secondary schools in Khuzestan province. The sample in this study consisted of 183 subjects of male teachers that were selected by a systematic stratified sampling method. These subjects had more than 5 years job history and they did not have special illness or disorder history. Emotional intelligence questionnaire and burnout syndrome questionnaire were used to collect data. The results indicated that there is a significant relationship between emotional intelligence and burnout syndrome (r=-0.627). Also there is significant relationship between burnout syndrome and emotional intelligence components respectively: self motivation (-0.474), self-awareness (-0.356), self-control (0.411), social consciousness (-0.619) and social skills (-0.606). The level of significance in this study was p<0.01.

Wong et al., (2010) empirically investigated the potential effect of school leaders’ (i.e., senior teachers) emotional intelligence, on teachers’ job satisfaction in Hong Kong. The results showed that school teachers believe that middle-level leaders’ emotional intelligence is important for their success, and a large sample of teachers surveyed also indicated that emotional intelligence is positively related to job satisfaction. The study indicates that the teaching profession requires both teachers and school leaders to have high levels of emotional intelligence. The study implies
that in selecting, training and developing teachers and school leaders, emotional intelligence should be one of the important concerns and that it may be worthwhile for educational researchers to spend more efforts in designing training programs to improve the emotional intelligence of teachers and school leaders. The study also provides ample evidence about individual benefits in using and managing emotions in the workplace and the difference between people in dealing with emotions and the impact this may have on other variables within the work environment such as teamwork, leadership and managerial effectiveness, job performance, occupational stress, organizational commitment, job satisfaction.

Samuel (2010) examined how emotional intelligence, self efficacy, and psychological well being contribute to students’ behaviors and attitudes. The sample for the study comprised of 242 higher education students from a college of education, in Kwara State, Nigeria, the students responded to a set of questionnaires consisting of measures of emotional intelligence (EI), self efficacy, psychological well being (i.e. happiness, life satisfaction and depression) and students’ behaviors and attitudes. Hierarchical regression analyses was conducted for each dependent variable which showed that emotional intelligence, self efficacy, happiness and life satisfaction over and above depression predicted students’ behaviors and attitudes. This research advocates the need to emphasize positive psychology in improving the positive elements in students proactively rather than retroactively trying to solve problems that emerge in order to improve the quality of higher education.

Suresh (2008) studied the Emotional Intelligence as a Correlate of Stress of Student-teacher. The investigator found a significant negative relationship between emotional intelligence and stress for the total sample and sub-samples, and concluded that individuals having high emotional intelligence may have low stress and this directly contribute to the positive development of the individual and the society.

Friedlander et.al, (2007) conducted a study on 647 second year students in two public and two private universities in Malaysia to examine their level of adjustment in relation to several psychological variables namely self-esteem and emotional intelligence. Findings revealed that the majority of respondents (70.2%) have moderate level of adjustment indicating that students are not adjusting completely in university. Correlation analysis showed that there are positive and
significant correlations between students’ overall adjustment with self-esteem ($r=.52, p<.05$) and emotional intelligence ($r=.39, p<.05$). Regression analysis revealed that self-esteem and emotional intelligence together contribute 27.5% of the variance in students’ overall adjustment.

Singaravelu (2007) studied the Emotional Intelligence of Student Teachers (Pre-Service) At Primary Level in Pondicherry Region. The sample for the study consisted of 220 student teachers selected randomly from the Union Territory of Pondicherry. Scale of emotional intelligence, developed and standardized by Balasubramaniam (2003) was used. Emotional intelligence of student teachers in Pondicherry region was above average as the mean and standard deviation were found to be 33.46 and 9.46, respectively. It was observed that 68% of the student teachers had above average level of emotional intelligence. No significant difference was observed in emotional intelligence between male and female student teachers. Significant difference was observed in emotional intelligence between the groups regarding locality of the residence of student teachers. Significant difference was observed in emotional intelligence between the groups regarding marital status.

DeSouza (2007) studied the Emotional Quotient of Smart Teachers and explained that the traditional intelligence is no more a matter of concern in contemporary times. The proposition that people with good or high Intelligent Quotient (IQ) always do well, and in all spheres has become doubtful. If it were only intelligence then one would focus all attention only on the cognitive aspects. He further justifies that besides IQ, EQ (Emotional Intelligence) is very essential in the life of a person. EQ may not enable a person to recall material and data at tremendous rate, nor enhance spatial relationship, nor help in solving complex algebraic and other complex relations and functions, but, it would definitely enable a person to have a balanced composure whereby the different faculties of an individual work in synchronization. Poor emotional health and emotional malnourishment could be due to the pouring in of irrational cognitive outputs which bring about discomfort and anxiety. He concludes that the field of education deals with humans and it becomes essential that teachers possess a high degree of emotional intelligence to that they are able to become better educators. With delicate and impressionable minds of children it becomes necessary that they develop those qualities which will enable them to bring about better outstanding and concern. The illogical and irrational thought processes of
teachers may not only disturb their emotional health and of their colleagues but could also affect the minds and lives of students.

**Darsana (2007)** conducted a study to find out relationship between emotional intelligence and certain achievement facilitating variables of higher secondary school students. The results revealed that there is no significant difference between rural and urban students emotional intelligence but means of emotional intelligence is high for private school students when compared with that of government school students. The results also indicated that there is a significant difference between girls’ and boys’ emotional intelligence.

**Uma and Mayuri (2006)** defined emotional intelligence as an array of personal, emotional and social abilities and skills that influence one’s ability to succeed in coping with environmental demands and pressures.

**Pandey (2006)** conducted a study on the relationship between emotional intelligence and professional stress among 50 degree college teachers and found that emotional intelligence and professional stress of degree college teachers is negatively related.

**Srivastava (2006)** had studied the personality of stressed student teachers. She found that low stressed male student-teachers are more emotionally stable as compared to high stressed male student-teachers. High and low stressed female student-teachers do not differ from one another on emotional stability. Both male and female high stressed student-teachers do not differ from one another on emotional stability.

**Todd (2006)** studied the relationship between Emotional Intelligence and Student Teacher Performance. The results indicate that EI, as assessed by the BarOn EQ-i, and College Supervisors assessments of STP are related. The data collected from the Cooperating Teacher and Student Teacher perspectives did not reveal any statistically significant relationship for any EQ/STP variable pair studied. While total Emotional Quotient (EQ) scores and scores for the Intrapersonal, Interpersonal, and General Mood Scales had a statistically significant association with two or more individual aspects of STP, the Stress Management and Adaptability Scale scores did not have any statistically significant relationships with total or any aspect of STP.

**Boyd (2005)** conducted a study on the emotional intelligence of teachers and
student’s perceptions of their teachers’ behavior in the classroom. The results indicated that teacher’s emotional intelligence levels did not readily align with students perceptions of the behaviors associated with emotional intelligence in the classroom. It was inferred that a teacher who scored well on the EQ test was not necessarily perceived by students as one who displayed emotionally intelligent behavior in the classroom.

Kaufhold, John (2005) suggested that teachers who fall under category of high emotional intelligence emphasize the value of positive individual difference, promote the learning of teamwork and problem–solving skills and empower students to gain positive social skills such social skills boost students relation, mutual respect and engagement in classroom learning.

Latha and Ananthasayanam (2005) examined the emotional intelligence and its effect on teacher effectiveness among government aided school teachers. They concluded that emotional intelligence did not influence the teacher effectiveness in general. Emotional intelligence did affect certain aspects of effective teaching like teachers sense of humor and mastery in the subject.

Michael (2005) has studied the emotional intelligence and quality necessary for success in a non-traditional classroom setting. Emotional intelligence was measured by E Q-I and the sample consisted of 52 faculty members. Results revealed that there is no significant relationship between scores of emotional intelligence and scores on the student end-of-course evaluation. Also, both faculty who scored high and low on assessment of emotional intelligence stressed flexibility and strong interpersonal relationship skills in the classroom. Faculty members who scored high on emotional intelligence assessment demonstrate more optimism than those who scored low on the assessment of emotional intelligence.

Nelson et al., (2005) indicated that an emotionally intelligent teacher learns and applies emotional intelligence skills to improve: stress management, self-esteem and confidence, positive personal change, decision making, leadership, assertion, comfort and commitment which would raise quality of teacher and consequently quality of education.

Katyal and Awasthi (2005) studied gender differences in emotional
intelligence and its correlates. The findings indicated that majority of the total sample had good self-esteem followed by low emotional intelligence and the girls were found to have higher emotional intelligence and self-esteem than that of boys.

Mahyuddin (2004) conducted a study on 647 second year students in two public and two private universities in Malaysia to examine their level of adjustment in relation to self-esteem and emotional intelligence. Findings showed that the majority of respondents (70.2%) have moderate level of adjustment indicating that students are not adjusting very well in university. Correlation analysis showed that there are positive and significant correlations between students’ overall adjustment with self-esteem ($r=.52$, $p<.05$) and emotional intelligence ($r=.39$, $p<.05$). Regression analysis revealed that self-esteem and emotional intelligence together contribute 27.5% of the variance in students’ overall adjustment.

Brackett et al., (2004) conducted a study to find out emotional intelligence and its relation to everyday behavior. The results revealed that emotional intelligence related to positive life experiences, in which life experiences were an amalgamated variable.

Okech (2004) had examined the relationship among emotional intelligence, teachers self efficacy, length of teaching experience and age in a sample of South Texas Public school teachers. The study also examined the difference in emotional intelligence between male and female teachers. Sample consisted of 180 elementary science teachers (14 male and 166 female). Results were drawn by using co-relational and causal comparative research design. ‘The Multifactor Emotional Intelligence Scale’ (Mayer, Caruso and Salovey 1999), the ‘Science Teaching Efficacy Beliefs Instruments’ (Riggs & Enochs 1990) and demographic questionnaire were used as tools. A significant positive relationship was found between emotional intelligence and teacher’s self-efficacy. But there was no significant relationship found between emotional intelligence and length of teaching experience and between emotional intelligence and age. Male and female teachers were found to be different on emotional intelligence.

Parker et al., (2004) studied emotional intelligence and academic success; examining the transition from high school to university and found the same support for emotional intelligence factors and academic performance.
Pathan and Bansibihari (2004) studied the level of emotional intelligence in secondary teachers in relation to gender and age, ranging from 24 to 56 years of age. The results revealed that 98.4% teachers fall under ‘low’ category of emotional intelligence. There is no significant difference between the emotional intelligence of male and female teachers and age is independent of emotional intelligence.

A recent meta-analysis focusing on emotional intelligence, found that emotional intelligence correlated positively with general mental ability, agreeableness, openness to experiences and extraversion. All of these traits have an important impact on academic achievement and the ability to have success in the work place (VanRooy and Viswesvaran, 2004).

Emma and Frank (2004) conducted a study to explore the relative abilities of acceptance and emotional intelligence to predict well-being outcomes (general mental health, physical well-being and job satisfaction). Results indicated that acceptance has a greater association with general mental health and physical well-being than emotional intelligence. The results also indicated that neither emotional intelligence nor acceptance is associated with job satisfaction.

Banshibihari (2004) studied the Emotional Intelligence of Secondary teachers and examined the level of emotional intelligence of secondary teachers in relation to their gender and age. The sample comprised of 500 (350 male + 150 female) secondary school teachers aging from 24-56 years of age, from urban and rural Dhule district, Maharashtra. The tool used for the study was a structured questionnaire named Emotional Intelligence Test developed by N.K. Chandra and Singh. The results indicated that nearly 98.4% of the teachers fall under “low level” category of emotional intelligence and no significant difference was found between the emotional intelligence of males and females, and age was found to be independent of Emotional Intelligence.

Engelberg and Sjoberg (2004) found that emotional intelligence was related quite strongly to social adjustment. It was concluded that emotionally intelligent adults make better decisions, they live with integrity, and they use their emotions as a source of energy and direction. They are more effective at solving problems, they collaborate better, and they are more effective leaders, better spouses and more conscious parents. They are not always, “happier” – they are less depressed, but more aware of both comfortable and uncomfortable feelings. (Joshua, Freedman, 2004).
Sibia, Mishra and Srivastava (2004) analyzed the qualities of effective teachers and stated that teachers who are affectionate and cooperative have control over negative emotions and are friendly, were found to be emotionally successful. Students also admire teachers who are dedicated and show empathy and concern, are responsible and have happy disposition. Being creative, unbiased, confident, helpful, optimistic and fearlessness were some other characteristics mentioned by the students while stating the favorite qualities of their teachers. Student’s responses indicated that they admire teachers who are disciplined, regular, punctual, well behaved, and available for student, serious about studies and make extra effort to reach out to each and every student.

DeSouza (2004) discusses that in the field of education, it becomes essential that teachers possess a high degree of emotional intelligence so that they are able to become better educators.

Bar-on (2003) found that there was a moderate yet significant relationship of emotional and social intelligence with psychological health.

Ahuja (2002) reported no significant interaction between strategies of teaching and emotional intelligence.

Ciarrochi et al., (2001) have found that emotional intelligence has an impact on psychological health particularly occupational stress.

Ciarrachi et al., (2000) posit that emotional intelligence may protect people from stress and lead to better adaptation.

Fredrick (2001) described emotional intelligence as the ability to consciously make your emotions work for you.

Murensky (2000) suggested that emotional intelligence is independent of the cognitive abilities of critical thinking and overlaps with the five personality domains.

Dulewich and Higgs (2000) who were initially skeptical about the value of Emotional Intelligence gave the following seven measurable core emotional skills: (i) Awareness of one’s feelings and an ability to control them. (ii) Emotional resilience-the ability to perform consistently under pressure. (iii) Motivation-the drive and energy to achieve results. (iv) The ability to take other people’s needs into account.
(v) Influence-persuasive skills. (vi) Decisiveness - the capacity to arrive at clear decisions and the drive them through. (vii) Conscientiousness - The ability to make a commitment to a plan of action and to match words and deeds.

**Mayer & Cobb (2000)** stated that “Emotional intelligence is the ability to process emotional information, particularly as it involves the perception assimilation, understanding and management of emotion.”

**Lamanna (2000)** conducted a study to examine the relationship among emotional intelligence, locus of control and depression. The result reported significant relationships among emotional intelligence, locus of control and depression.

**Goleman (1998)** argues that men particularly need to develop emotional skills, and he gives many examples of men with high intelligence, which was not successful because they had problems with their people management skills. He found from his research that people with high Emotional Intelligence generally have successful relationships with family, friends and fellow workers. They are successful because they persist in the face of setbacks and channel their emotional energies towards achieving their goals.

**Davis et. al., (1998)** quantitatively analyzed various studies done in the field of emotional intelligence and summarized that emotional intelligence was elusive as a construct.

**Weisinger (2000)** suggested that effective teachers are more likely to produce outstanding students and emotional intelligence capacities or competencies build upon one another.

**More (1998)** examined the relationship between Teaching Effectiveness, Teaching Aptitude and Personality Traits. On the basis of research findings it was revealed that only 6 factors out of 16 factors of personality (Cattell) were found to be positively correlated with teaching effectiveness, of which intelligence was the most important. Teaching effectiveness and teaching ability have positive correlation and the total personality of the teacher is found to be including effective teaching and ineffective teaching. The study attempted to be an improvement in the criteria for admission to the teacher preparation or programme (B.Ed. training for secondary teachers).
Some empirical evidence that emotional intelligence is associated with emotional well-being comes from research indicating that higher emotional intelligence is associated with less depression (Martínez-Pons, 1997, Schutte et al., 1998).

Cooper and Sawaf (1997) defined emotional intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence.

Salovey et al., (1995) have theorized that high emotional intelligence would lead to greater feelings of emotional well-being.

Mayer and Salovey (1990) studied the emotional intelligence of more than 3000 men and women of ages varying from teens to 50’s. They found that emotional intelligence showed small but steady and significant increase with age and reaches its peak value at the age of 40.

2.2 STUDIES RELATED TO STRESS

Kokkinos & Stavropoulos (2016) empirically examined the link between practical related stressors, perceived general practical stress, personal variables (i.e. general and teaching self-efficacy, epistemological beliefs, conceptions about teaching and learning, and trait anxiety) and burnout dimensions in a sample of 174 student teachers, immediately after the completion of their practical. They also identified the best predictive combination of the studied variables for each burnout dimension. Participants who reported high general practical stress indicated moderate levels of emotional exhaustion, but low depersonalization and high personal accomplishment. Statistically significant correlates of burnout dimensions were used in three regression analyses. Results also revealed that emotional exhaustion and personal accomplishment were predicted by practical workload, whereas depersonalization was predicted by teachers’ epistemological beliefs (i.e. learning process) and practical related stressors (i.e. meeting pupils’ needs).

Shaikh et al., (2014) Stated that outside forces impinge on the individual would be regarded as stress. Stress is a natural event that all people experience in life, most researchers highlighted stress as any factor that threatens the health of an individual or has an adverse effect on the functioning of the body.
**Kumar et al., (2013)** compared the stress level among male and female elementary school teachers of District Pulwama (J & K) India. The sample consisted of 100 elementary school teachers, 50 male and 50 female teachers. It was found that male and female elementary school teachers differ significantly on overall stress level. The findings also revealed that female elementary school teachers have more stress level than their male counterparts. They concluded that teacher stress is a real phenomenon resulting from modern day lifestyle and it is associated with problems of recruitment, health and retention of teachers.

**Kant & Sharma (2012)** The objectives of the present study were to see if there is any relationship between Emotional Intelligence and Stress of teachers working in management institutions, and to find out if there is any difference between the mean Stress scores of high Emotional Intelligence and Low Emotional Intelligence among teachers working in various management Institutes. The sample comprised of 50 teachers from various management institutions in Jakarta selected by non-probability purposive sampling. The study revealed that there is no significant relationship between the Emotional Intelligence and their factor with Stress among teachers working in various management institutes in Jakarta. This shows that the teachers of management courses are mature enough to handle their Stress Level despite of their high Emotional Intelligence or Low Emotional Intelligence. This study also shows that there is no significant difference between the Stress scores of high emotional intelligence and low emotional intelligence. It means that Emotional Intelligence does not play any role to lower down the stress level or to enhance the stress level among management teachers. It also signifies that stress is independent if E.I. among teachers of management Courses.

**Kumar & Singh (2012)** selected a representative sample of 300 teachers from Mandi and Kangara districts of Himachal Pradesh by using multistage stratified random sampling technique. ‘Stress Inventory’ constructed and standardized by Dr.Hari S. Chandran was selected to measure the level of stress among elementary school teachers. The obtained data was analysed using descriptive statistical techniques such as mean standard deviation and t-tests. The results of the present study revealed that female elementary school teachers working in different institutions were found to have significant higher level of stress in comparison to their male counterparts. Elementary school teachers belonging to nuclear families were found
with significantly higher level of stress than the teachers belonging to joint type of families. Further, the study also reported that elementary school teachers teaching in government and private institutions possess more or less the same level of stress. Burnout is a state of permanent fatigue associated with psychological exhaustion, dissatisfaction at work and low efficiency, Maroco (2012).

Vaezi & Fallah (2011) investigated the relationship between emotional intelligence (EI) and burnout among 104 Iranian EFL teachers. In addition, teachers’ differences on EI and burnout were examined with respect to demographic variables. The participants were administered EI and Burnout questionnaires. The results obtained through using Pearson Product Moment Correlation showed that there were significant negative correlations between EI and burnout, burnout, teaching experience and age and positive correlations between teachers’ EI, teaching experience, and age. The researchers found no significant differences in teachers’ EI and burnout with respect to gender.

Singh, B.P. (2011) investigated the interrelationship among academic stress, anxiety, time management, and leisure satisfaction among 249 samples. Time management behaviors had a greater buffering effect on academic stress than leisure satisfaction activities. Significant gender differences existed among all the measures. Females had more effective time management behaviors than males, but also experienced higher academic stress and anxiety. Males benefited more than females from leisure activities. Freshmen and sophomore students had higher reactions to stress than juniors and seniors. Anxiety, time management, and leisure satisfaction were all predictors of academic stress in the multivariate analysis. Anxiety reduction and time management in conjunction with leisure activities may be an effective strategy for reducing academic stress in B.Ed. students.

Dubey (2010) examined the effect of emotional intelligence on stress among secondary level teachers. The sample for the study consisted of 100 secondary level teachers of Allahabad city. Test of Emotional Intelligence (Teacher Form) by K.S.Misra and Teacher Stress Scale by K.S.Misra and Poonam were used as tools for the study. It was found that emotional intelligence is negatively related to stress; and teachers with high emotional intelligence had low stress as compared to the teachers with low emotional intelligence.
Rahim (2010) in a study reported that emotional intelligence competencies have positive and strong impact on stress.

Oylum (2010) conducted a study to find out teachers attitudes towards teaching professions and to identify their burnout level. It was also aimed to find out the relationship between the burnout level of the teachers and their attitudes towards teaching professions. The sample consisted of 308 teachers. Two instruments namely; Maslach Burnout Inventory and Attitude Scale: Towards Teaching Profession were used to collect the data. The results revealed that the teachers in this study group have low level of burnout and their attitudes towards teaching profession were found high. A significant correlation was found between burnout level and attitudes of the teachers.

Malvia R. (2009) found that emotional intelligence is negatively related to stress researcher also revealed that gender and board have no effect on the emotional intelligence of higher secondary teachers. Male teachers were found to be more stressed than female teachers.

Lather (2009) examined the effect of emotional intelligence on psychological distress among 1000 high school students of Haryana. Results indicated negative correlation between emotional intelligence and its dimensions with psychological distress. Emotional intelligence was found to be helpful in reducing psychological distress of students.

Srivastava (2009) studied the relationship between emotional intelligence and stress among 400 male and female students of class IX. The findings revealed that there exists negative relationship between emotional intelligence and stress among both male and female students; and students with high level of stress have less emotional intelligence in comparison to their counterparts with less stress.

Garg and Rastogi (2009) studied the relationship between emotional intelligence and stress resiliency among 140 students. The findings suggest that being emotionally intelligent can lead students to be resilient to stress.

Upadhyaya (2008b) found that among student-teachers, stress is negatively related to emotional intelligence; stress is negatively related to emotional intelligence among male student-teachers and among student-teachers of Arts and Science stream while among female student-teachers, stress is not related to emotional intelligence.
**Misra (2007)** had studied the stress of emotionally intelligent student-teachers on a sample of 75 student-teachers and found that student-teachers with high or low emotional intelligence do not differ from one another on stress and they experience similar stressors. It was also found that emotional intelligence is not related to stress.

**Singh (2006)** conducted a study on 100 students of class XI in order to find out the relationship between emotional intelligence and examination stress. Test of Emotional Intelligence (Student-Form) and Examination Stress Inventory both developed by K.S. Misra were used to measure emotional intelligence and stress respectively. It was found that emotional intelligence is not related to examination stress. She further reported that there exists positive relationship between emotional intelligence and examination stress for less emotionally intelligent students; there is no relationship between emotional intelligence and examination stress for average emotionally intelligent students; and for students with high emotional intelligence examination stress is negatively related to emotional intelligence.

**Pandey (2006)** tried to examine the relationship between emotional intelligence and professional stress among 50 degree college teachers. The findings of the study revealed that there exists negative relationship between emotional intelligence and stress among degree college teachers.

**Manhas & Gakhar (2006)** found that academic stress is positively related to emotional intelligence ($r=0.388$).

**Cain & Smith (2006)** reported that increased emotional intelligence results in better stress coping mechanisms.

**Mack-Allen (2005)** reported significant negative correlation between emotional intelligence and psychological distress.

**Darolia & Darolia (2005)** studied the role of emotional intelligence in coping with stress. The sample for the study comprised of 400 adults (218 male & 182 female). The results of the study indicate that subjects with high emotional intelligence use adaptive coping style on account of stressful life events. It also reveals that emotionally intelligent people cope with stressful situation by realistically accepting or sometimes by successfully detaching themselves from stress generating events.
Adeyemo & Ogunyemi (2005) studied the relationship between stress and emotional intelligence among University academic staff. The Emotional Intelligence Scale developed by Schutte, et al., (1998) and Occupational Stress Scale of Hasan and Hassan (1998) were used to collect the data from 110 female and 190 male University teachers. It was found that emotional intelligence is negatively related to occupational stress ($r=.632$) and 64.3% of the total variance in occupational stress can be accounted by emotional intelligence and self-efficacy.

Besharat et al., (2005) examined the impact of emotional intelligence on mental health in a sample of 220 Iranian University students. They reported that EQ was negatively correlated with psychological distress.

Gohm, Corser & Dalsky (2005) examined the association between emotional intelligence and stress among 158 freshman, considering personality as a moderating variable. The results suggest that emotional intelligence is potentially helpful in reducing stress for some individuals.

Stone, Parker and Wood (2005) suggested that people with above average levels of emotional intelligence are usually above average in their ability to cope with stress.

Manhas (2004) conducted a study on a sample of 400 students of class XI and found a high negative correlation between stress and emotional intelligence.

Brackett and Mayer (2003) found that emotional intelligence as measured by MSCEIT correlated minimally with stress management.

Pau and Croucher (2003) investigated the relationship between emotional intelligence and perceived stress among dental undergraduates. Emotional intelligence was assessed using a validated instrument developed by Schutte et al. while perceived stress was measured using the Perceived Stress Scale. Correlation analysis demonstrated that emotional intelligence is inversely related to stress. Students with greater degree of emotional intelligence may be more adept at coping and dealing with academic and non-academic stressful situation.

George (2000) has found that people with above average level of emotional intelligence are usually above average in their ability to cope with stress which is very
important for generating and maintaining enthusiasm, confidence and cooperation in
the workplace.

Chu (1997) conducted a study on 370 elementary school teachers. Findings of
the study revealed that emotional intelligence and job stress among teachers are partly
correlated.

According to Goleman (1995), emotional intelligence can relieve stress
among teachers.

Fontana & Abouserie (1993) The study reports an investigation of stress
levels, gender and personality dimensions in a sample of school teachers. The
Professional Life Stress Scale (PLSS) was used to assess teachers stress level and
Eysenck Personality Questionnaire (EPQ) was used to define their personality
dimensions (Extroversion-Introversion, Neuroticism- High Psychoticism-Low
Psychoticism). The study sample consisted of 95 teachers, 51 females and 44 males.
Results revealed that the majority of teacher’s samples 72.6% were experiencing
moderate levels of stress and 23.2% serious levels. t-tests results showed no
significant difference between male and female teachers in stress levels. Correlation
analysis between stress level and personality dimensions revealed significant positive
correlation between stress and psychoticism. A significant negative correlation
emerged between stress and extroversion, and a significant positive correlation
between stress and neuroticism. A multiple regression analysis revealed that
extroversion and neuroticism were the best predictors of stress levels. Therefore the
results indicated that personality dimensions appear to contribute more to stress levels
than do the variables of either age or gender.

Gupta and Das (1990) studied the ‘Burnout Syndrome’ among Indian school
teachers. This sample consisted of 100 teachers of various schools. Burnout was
measured by administering the UBI form Education to teachers. Separate analyses of
variance were employed to test the significance of two independent variables on each
of the three components of burnout. Results indicated that both the independent
variables had insignificant effect on the dependent variables. Only gender affected the
variables.
Norman and Derek (1989) proposed a Hybrid Model of Teachers Stress that relates an information processing account of factors within the teachers to a social situational account of these teachers who play out episodes in real situations.

The most general influence on teachers, present emotional state is-

1. Core stress which sensitizes.
2. Ambient life stress, which further sensitizes.
3. Anticipatory stress, which then exerts direct influence on.
4. Situational disturbances.

The individual teacher then relates to potential stress situations via modes of interpersonal transaction that offer varying degrees of stress protection.

Fimian (1987) surveyed 226 experts on teacher stress burnout to determine the relevance of 49 teachers stress items to their overall concept of teacher stress. The most relevant items, dealt with ‘feeling unable to cope’ and ‘experiencing physical exhaustion’. The least were related to student motivation problems. There were significant agreements among experts in the way they related the items.

2.3 STUDIES RELATED TO ACADEMIC ADJUSTMENT

Since the researcher came across very few studies pertaining to relationship between emotional intelligence and educational/academic adjustment of student-teachers, studies pertaining to overall adjustment have also been reviewed.

Singh & Islam (2016). Investigated the relationship between academic adjustment and emotional intelligence of prospective teachers. The results clearly showed that there is a significant relationship between academic adjustment and emotional intelligence of prospective teachers. The results also revealed that level of academic adjustment i.e. low, moderate and high significantly impacted the academic adjustment of prospective teachers. It was also found that academic adjustment significantly predicts emotional intelligence of student-teachers. The outcome of the study has strengthened the need to mount an emotional intelligence based counseling intervention programme to mitigate the problems of prospective teachers.

Srinivasan (2016) examined the adjustment scores of prospective secondary education teachers with respect to emotional adjustment, social adjustment and
educational adjustment. Descriptive survey technique was used for the study. 300 B.Ed. students were selected using random sampling technique from rural and urban colleges of Thanjavur District of Tamil Nadu. The investigators used the following standardized tools. “Mental Health Battery Scale” constructed and standardized by Arun Kumar Singh and Alpana Sengupta. This scale consists of 130 statements; each statement is in Yes or No type. “Adjustment inventory” constructed and standardized by A.K.P Sinha and R.P. Singh. It was found that the male prospective Secondary Education Teachers possess higher adjustment than their female counterparts. And adjustment scores of male prospective Secondary Education Teachers were excellent with respect to their emotional adjustment, social adjustment and educational adjustment.

Nicette et al., (2015) employed the descriptive survey technique to gather and analyze the adjustment problems and difficulties of 100 BEEd and BSEd students encountered during practice teaching. All student-teachers were included as participants. The instrument used to gather data was questionnaire on adjustment problems and difficulties student-teachers encountered during their training related to personal problems, teacher’s preparation problems, class participation problems, class management problems, instructional problems, problems on evaluation, emotional problems, and problems in adjusting to pupils/students. Findings disclosed that the problems and difficulties encountered relate to homesickness, financial adjustment, learners, classroom management, communication skills, instructional skills, instructional materials and evaluation tools preparation and analysis of test results, different feelings and emotions, and on adjustment to the cooperating school as a whole.

Bhutia & Dey (2015) conducted a research on secondary school teachers of Shillong, Meghalaya to find out the relationship between teaching aptitude and adjustment. It was concluded that teaching aptitude may surely help to be better adjusted in teaching job. The study also found that training has impact on the adjustment of teachers. The trained teachers reflected higher adjustment then untrained teachers.

Catherine (2014) attempted to find out to what extent the B.Ed. teacher trainees possess social adjustment and found that female students, first born students,
rural students, married students and Post graduate students show better level of social adjustment than their counterparts. And concluded that ‘Better Life skills programme’ may be implemented in Teacher Training institutions so that the future teacher can handle students better.

Panchavarnam (2012) studied the relationship between emotional maturity and adjustment of B.Ed. trainees and found significant relationship between emotional maturity and adjustment. It was also found that there is significant difference among emotional maturity, socio economic status and adjustment.

Suri (2012) investigated the impact of emotional intelligence in adjustment and achievement of 12th class students. 400 students both male as well as female studying in various schools affiliated to CBSE, New Delhi formed the sample for the present study. The tools used for collecting the data were: 1) Emotional intelligence inventory developed and standardized by Mangal & Mangal and Bell’s adjustment inventory developed and standardized by Ojha for achievement the percentage obtained by the student obtained in class 12th CBSE. Significant correlation between emotional intelligence and adjustment in case of both male and female students was obtained. Adjustment and achievement were also not found to be significantly correlated.

Maher (2012) conducted a study aimed at determining the influence of academic adjustment on academic performance. A convenience sample of 125 first year Psychology students from the University of the Witwatersrand were selected. The results showed that academic adjustment is not a major predictor of academic performance. The results also showed that failure rates were not as high in the sample studied, in comparison to others. It was also found that other factors that contribute to academic performance are study skills, emotional adjustment and level of aspiration. Academic performance is said to be strongly influenced by one’s academic adjustment.

Yellaiah (2012). Studied the Overall adjustment and academic achievement of college students, the sample of the study consisted of 300 students studying in various government and private colleges, rural and urban areas of Mahabubnagar district in Andhra Pradesh. The researcher concluded that adjustment and Academic Achievement cause significant difference between male and female students,
Government and Private Schools students and Rural and urban school students do not cause any significant difference between Adjustment and Academic Achievement. It was also found that there is a low positive relationship between Adjustment and Academic Achievement. The findings also revealed that there is a significance difference in relation between Boys and Girls school students with reference to overall adjustment, there is a significance difference in relation between Boys and Girls school students with reference to Educational adjustment. And there is no significant difference in relation between Rural and Urban school students with reference to their Educational adjustment. There is no significance difference in relation between Government and Private school students with reference to their Educational adjustment. And there is a low relationship between Educational adjustment and academic achievement.

Sharma (2012) conducted a descriptive study to compare between wards of Defence Personal in terms of their educational adjustment. The sample of 150 wards of Defence Personnel of officer and non-officer ranks were selected from Army Senior Secondary Schools of Ambala Cantt. The results revealed that there is no meaningful difference in the level of educational adjustments of the sample selected.

Rajan (2012) studied the emotional maturity and adjustment of male and female B.Ed., Trainees in Cuddalore District. The sample comprised of 254 B.Ed., Trainees. Adjustment Inventory for college students Singha and Singha (1980) and Emotional Maturity Scale by Yashvir Singh (1990) were used. It was observed that the home, health, emotional and educational adjustment of male B.Ed., trainees scores higher mean value than females. In emotional maturity and its components female B.Ed., trainees have scores higher than in emotional regression but male B.Ed., trainees scores higher mean value in personality disintegration. Therefore, irrespective of gender of both male and female B.Ed., trainees were found to have same levels of adjustment.

Malek et al., (2011) examined the effect of emotional intelligence training in raising the level of social and academic adjustment. The study was a quasi-experimental pre-post design involves two groups of first year university students from two universities in north Jordan (289). The experimental group was exposed to ten days on an hour to an hour and half sessions of emotional intelligence training,
while the control group was only given pre-post questionnaires. ANCOVA analysis results among the groups showed that the training program was effective in significantly raising the level of emotional intelligence, but the improvements of social and academic adjustment were not significant. Overall, female and elder students showed better scores of all dependent variables than their younger counterparts, but the results were not significant for social and academic adjustment. It was recommended that emotional intelligence training should be used as adjunct strategy to improve student social and academic adjustment among adolescents and adult students.

Ashraffi (2011) examined the adjustment of B.Ed. students in Thanjavur district and revealed that the analysis of the data indicates that the adjustment of B.Ed. students is high. Further there is no significant difference between male and female B.Ed. students and government and private students in their adjustment.

Singh (2003) had studied the emotional intelligence and adjustment of teachers working in different levels of education. Sample for the study consisted of 300 teachers selected from 17 institutions of Agra city. Teachers Adjustment Inventory (Rashi Ojha) and 'Emotional Intelligence Scale (Akukool Hyde and Upender Dhar) were used as tools for the study. It was found that there is significant positive relationship between emotional intelligence and adjustment. Teachers working in higher educational institutions have better emotional intelligence and adjustment in comparison to the teachers in secondary and primary schools.

Tomlinson, Clarke & Saundra (1998) examined the academic, social, and personal-emotional adjustment, and institutional attachment of 198 women attending a predominantly White Educational Research University. The sample comprised of 77 Black women and 121 White women (aged 17–37 yrs), ranging from first-year to senior-year in college. The tools used were Student Adaptation to College Questionnaire and a demographic questionnaire. Significant main effects were found on academic adjustment for year in college, with seniors and juniors scoring higher than first-year students. It was also found that students differed on personal-emotional adjustment by race, with Black women reporting a greater sense of psychological and physical well-being than White women. Finally, regression analyses indicated that academic adjustment and race made independent contributions to academic achievement, as measured by current grade point averages.
Gerdes & Mallinckrodt (1994) conducted a study on ‘Emotional, social, and academic adjustment of college students: A longitudinal study of retention’ indicated that two different sets of items best discriminated among good-standing students, the persisters (n=113) and the leavers (n=29), and among poor-standing students, persisters (n=36) and leavers (n=30). Generally, emotional and social adjustment items predicted attrition as well or better than academic adjustment items.

Donga (1987) studied the adjustment differences among the different groups according to different levels of teacher aptitude, self-concept and academic achievement. A sample comprised of 1635 student-teachers 979 male and 659 female from different universities of Gujrat State, no significant effect of teacher aptitude and self-concept and academic achievement was found on adjustment.

Kumar (1980) studied the relationships between certain personality dimensions and academic adjustment of college students, it was found that the introvert students had better academic adjustment than the extrovert students, and the normal students had better academic adjustment than neurotic students, the stable-introvert students had highest academic adjustment while the unstable-extrovert students had the lowest academic adjustment.

Pandey (1973) constructed and standardized an adjustment inventory for secondary school teachers to study the factors responsible for adjustment of male and female teachers in different areas of adjustment. It was found that male and female teachers had positive relationship between all the five elements of adjustment. In case of female teachers institutional adjustment was found to be high whereas in case of male teachers physical adjustment was found to be high.

2.4 STUDIES RELATED TO TEACHING APTITUDE

Malik (2016) explored the teaching aptitude of pupil-teachers with respect to different levels of intelligence. A representative sample of 600 pupil-teachers from urban and rural B.Ed. colleges of three districts in Haryana was randomly selected. Teaching Aptitude Scale (2002) By L.C. Singh And Dahiya and Test Of General Intelligence (2012) By S.K.Pal & K.S.Misra were used to collect the data. The study revealed that there is significant difference in teaching aptitude between high intelligence and low intelligence of B.Ed. pupil-teachers. High intelligence group possessed more teaching aptitude as compared to low intelligence group.
**Muraleedharan (2015)** conducted a study to investigate the relationship of Stress and Teaching Aptitude on the Secondary School Student Teachers. The study group consisted of students teachers (N=550) from various colleges of education in Kerala, India. The findings of the study revealed that the majority of the student-teachers exert high stress from their academic and non-academic field due to various stressors and majority of the students come to the teacher education course have low teaching aptitude. In the entire sample Stress and Teaching Aptitude were found to be negatively correlated, the male student-teachers showed high stress values than females. It was also inferred that Teaching Aptitude to some extent can minimize the impact of Stress in Student Teachers.

**Singh (2015)** attempted to find out the relationship between emotional intelligence (4dimensions i.e. ability to express and appraise emotions, utilize emotions, manage emotions in self and in others.) and teaching aptitude of school teachers. In addition to this the emotional intelligence of male and female private and government school teachers were also compared. The sample comprised of 200 subjects (50 male + 50 female private school teachers and 50 male + 50 female government school teachers) of District Bhiwani. Emotional intelligence scale developed and standardized by Pandey and Anand was used to measure the emotional intelligence. Teaching aptitude test battery constructed and standardized by R.P. Singh was used. Results indicated that three dimensions of E.I. (i.e. ability to express feeling, ability to utilize emotions and ability to utilize emotions in self) shows significant difference among private and government school teachers. There exists significant difference between teaching aptitude of private and government school teachers. Positive correlation was found between emotional intelligence and teaching aptitude of school teachers.

**Appadurai (2015)** investigated the effect of Teacher Aptitude and Teaching Attitude on Teacher Efficacy. The sample consisted of 400 High Secondary School Teachers. Tools used for the study were Teacher Efficacy questionnaire by Gibson.S. and Dembo.M., (1984), Teaching Aptitude questionnaire by Shamim Karim and Ashok kumar Dixit (1986) Teacher Attitude questionnaire by Cook, W.W. Leeds, C.V.H. Callis, R (1951). The means of the variables were recorded and statistical analyses were done on the different variable scores. It was found that Teaching aptitude and Teacher attitude increase the level of Teacher efficacy.
Myla (2014) aimed to determine the relationship of student teaching performance and emotional intelligence of the graduating BSED students of SIPC-WVCST Miagao Campus. The descriptive correlation method of investigation was employed, 39 BSEd. students were chosen as respondents through stratified random sampling using proportional allocation. This study utilized the Emotional Intelligence Evaluation by Nicholas Hall(2002) to determine the student’s level of teaching performance and emotional intelligence. The study revealed that the level of teaching performance of the respondents is very high and when grouped into field of specialization and teaching aptitude, the teaching performance was found to be very high. When grouped according to GPA, those students with high to very high GPA had very high teaching performance, compared to those with average GPA whose teaching performance was rated high. The level of their emotional intelligence when taken as a whole and when grouped into field of specialization, teaching aptitude and GPA were on a “need some development”. No significant difference existed in the teaching performance when grouped into field of specialization and teaching aptitude. However, significant difference was observed when grouped according to GPA. Students with high to very high GPA had significantly higher teaching performance than those with average GPA. No significant difference in the emotional intelligence when grouped into field of specialization, teaching aptitude and GPA. The teaching performance and emotional intelligence had a slight, negligible correlation and that emotional intelligence contributed only 2.10% of the variation in teaching performance. Statistical result showed that relationship was not significant. It was inferred that students were focused mainly on passing the course.

Kaur (2014) studied teaching aptitude of B.Ed. students in relation to gender, location, stream and professional experience. The results revealed that there was no significant difference in teaching aptitude of pupil teachers in relation to gender, location and stream but a significant difference has been identified in relation to their professional experience as a teacher before joining B.Ed. training course.

Sharma (2012) conducted a study of teaching aptitude of B.Ed. pupil teachers in relation to their teaching competency, professional interest and academic achievement with reference to their sex (Male and Female) and discipline (Science & Arts) to achieve the objectives of the study Singh’s Aptitude Test (SAT) to measure the teaching aptitude, to measure the teaching competency General Teaching
Competency scale by Pasi and Lalita, for professional interest PPI prepared by investigator were used. The sample units of 262 B.Ed pupil teachers were selected by survey method. The results indicated that discipline and sex of the pupil teachers do not contribute towards teaching aptitude.

**Kant (2012)** determined the difference between teaching aptitude and responsibility feeling of male and female secondary school teachers. Normative survey was conducted and the sample comprised of 100 teachers belonging to 6 different institutions of Rampur. It was found that female teachers have more responsibility in comparison to male teachers.

**Usha (2010)** in her study revealed that there was a significant difference between teaching aptitude of effective and ineffective male and female teachers.

**Sajan (2010)** investigated the teaching aptitude of student teachers with respect to their gender and academic achievement at graduate level examination. The sample for this study was selected by stratified random sampling from the Teacher Education institutions of Malabar area of Kerala. Teaching Aptitude Test Battery (T A T B) developed by Singh and Sharma (1998) was used to measure aptitude in teaching. The results revealed that the majority of students had ample teaching aptitude. The female students were found to be significantly better than their male counter parts in teaching aptitude test. The academic achievements at graduate level examination had no substantial relation with aptitude in teaching.

**Ranganathan (2008)** studied the self-esteem and teaching aptitude of DT.Ed. Students, he found that there is a significant positive relationship between high self-esteem and teaching aptitude and there is no significant different between males and females and the level of self-esteem and teaching aptitude.

**Yeh (2007)** in a study suggested that pre-service teachers with high levels of C.T. dispositions, CT skills, and Intrapersonal intelligence as well as those with judicial thinking styles, are mindful, analytical and reflective in their teaching practices and therefore more likely to continually improve their skills in teaching aptitude.

**Rodger (2007)** in a study examined a possible aptitude treatment interaction between teaching clarity and student test anxiety. Results revealed significant
beneficial main effects for high vs low teacher clarity for both achievement motivation measures, but no aptitude treatment interaction between teacher clarity and student test anxiety.

**Gupta and Kaur (2006)** conducted a study on the Emotional Intelligence of prospective teachers. The sample comprised of 200 B.Ed. students of Guru Nanak Dev University, Amritsar. Findings revealed that 9% of male B.Ed. students and 22% of female B.Ed. students have a high level of emotional intelligence and 6% male B.Ed. students and 12% female B.Ed. students have a low level of emotional intelligence. Male and female B.Ed. students emerged significant on self-management with female B.Ed. students scoring higher than male B.Ed. students. Stream-wise comparison showed the significant difference on social skills with Arts B.Ed students scoring more than Science B.Ed. students. Emotional intelligence is found to be significantly related with self-awareness, self-management, internality, motivation, empathy and social skills in male, female, postgraduate, graduate, Arts, Science, hostellers and B.Ed. students of working mothers. Emotional intelligence was not significantly related with empathy in non-hostellers B.Ed. students and B.Ed. students of non-working mothers.

**Perveen (2006)** in her investigation revealed that discipline and sex of the pupil teachers does not contribute towards teaching aptitude of male and female arts pupil teachers, it was observed that female arts pupil teachers secured significantly higher mean scores than their counterpart male arts pupil teacher. It was found that teaching aptitude of the pupil-teachers was significantly correlated with their general teaching competence, professional interest and academic achievements. General teaching competence and professional interest of the pupil-teachers significantly affect their teaching aptitude. In addition to this, effect of academic achievement on teaching aptitude of the pupil-teaches was positive but not significant at acceptable level of confidence.

**Sajan (1999)** found that there exists significant difference in teaching aptitude between male and female student teachers. The study also revealed that the level of achievement in degree examination has no influence in predicting teaching aptitude. In a study, 'Determinants of teacher effectiveness', **Beena (1995)** found that teaching aptitude is a significant predictor of teaching effectiveness.
Skipper and Charles (1993) conducted a study about the Instructional preferences of pre-service teachers at three different levels of academic aptitude. The study revealed that pre-service teachers with varying academic ability are different in their preferences for the objectives and teaching methods of humanistic education and this should be recognized in development of Instructional strategies.

Feezel and Jerry (1993) conducted a study on preparing teachers through creativity games. Creative teaching which involves creating innovative lessons, games, materials, and assignments to challenge students, can be stimulated in teacher education students by stirring up their thinking and encouraging them to explore different paths.

Reddy (1991) studied the teaching aptitude of secondary school teachers in Andhra Pradesh and found that female respondents performed relatively better in the Teaching Aptitude Test. And also age and faculty did not influence the performance on TAT. A study of some psychological correlates of successful teachers, Kukreti (1990) found that there is a positive relationship between aptitude and success in teaching.

Donga (1987) found that teacher aptitude is not a factor to control the adjustment behavior of the student teachers. The study also suggests that female teacher trainees are more adjusted than male trainees. Trainees of different colleges differed significantly in adjustment. Trainees coming from science faculty have the lowest adjustment.

A comparative study of creative and non-creative B.Ed. pupil teachers in relation to teaching effectiveness, self concept and some personal values, Singh (1987) found positive and significant correlation between teaching aptitude and teaching effectiveness.

In the study of aptitude and achievement as predictors of performance on teacher competency, Ken and Kleine (1984) found a relatively small, but significant relationship between the overall competency factor and achievement variables. The competency factor was also found to be correlated significantly with aptitude variables.
Sharma (1984) studied the effect of sex on teaching aptitude. No significant effect of sex was found on teaching aptitude.

Vy as (1982) studied the relationship of select factors with teaching success of prospective teachers in Rajasthan. It was found that, female teacher trainees have positive and significant relationship between teaching aptitude and teaching effectiveness. "Teacher's Self Rating Measure" was used. It was found that there is no relationship between teaching success and teaching aptitude of either male or female teachers.

In an attitudinal and personality study of Mutha (1980), it was found that effective teachers have significantly higher scores than ineffective teachers, confirming aptitude as a significant predictor of effective teaching.

Thakkur (1977) in a study of teacher's effectiveness and their educational attitude in relation to their rapport with students and their survival and job satisfaction in the profession, found that female teachers have greater aptitude in teaching than male teachers. It was also reported that there exists significant relationship between teaching aptitude and general intelligence.

Ekstorm (1974) investigated the relationship between cognitive characteristics of teachers, their teaching behavior and academic success of their pupils. Two major components found as affecting student achievement are (1) Teacher knowledge and (2) Teacher aptitude. In the study it was hypothesized that certain matches between teacher and pupil knowledge, skill, aptitude and cognitive style tend to facilitate pupils learning.

Vashishta (1973) in a study of predictive efficiency of admission criteria for B.Ed. students found that academic grades, teaching aptitude and attitude towards teaching to be the best predictors of teacher effectiveness. Sharma (1971) in a study on the predictors of teacher effectiveness at elementary level and on follow up after one year of training found, teaching aptitude, academic grades, socio-economic status, teaching experience and age to be sound predictors of teacher effectiveness.

Banergy (1956) in a study of the inter-relation of two aspects of training viz., practice teaching and theoretical studies with general intelligence and teaching aptitude on a sample of student teachers found positive correlation between these
variables. In the study of predictors of teacher effectiveness, Aadval (1952) in a study found that female teacher trainees have greater aptitude in teaching than male teacher trainees.

2.5 ANALYSIS OF THE TOOLS REVIEWED

1. Mangals Teacher Adjustment Inventory (MTAI) : It is developed by S.K. Mangal and later modified into a short form. Published by National Psychological Corporation Agra. The tool is targeted for school teachers. It has 5 dimension namely,

   i. Adjustment with academic and general environment of the institution,
   ii. Socio- psycho- physical Adjustment.
   iii. Professional Relationship Adjustment.
   iv. Personal life Adjustment and
   v. Financial Adjustment and Job Satisfaction.

   It is standardized on 1217 teachers (714 males and 503 females). The long form comprises of 253 items and the short form comprises of 70 items. The tool is available in Hindi as well as English. The split-half reliability of the test is 0.983 and the test-retest reliability is 0.969. The criterion validity coefficient is 0.967 with the Bell’s Adjustment Inventory.

2. Adjustment Inventory for School Students (AISS) : The tool is developed by A.K.P Sinha & R.P. Singh, Published by National Psychological Corporation, Agra. It is designed for measuring adjustment of secondary school students. It is divided in 3 areas of adjustment: Emotional, Social and Educational. It has total of 60 items (20 items of each dimension). The split-half reliability of the test is 0.95, the test-retest reliability is 0.93 and by K-R formula it is 0.94. The product moment coefficient of correlation between inventory scores and superintendent’s rating was obtained to be 0.51.

3. The Adjustment Inventory : It is constructed by D.N. Shrivastava and Govind Tiwari (1986). The test items consist of 80 statements related to the personality of an individual which they answered by making tick mark (✓) on Yes or No. responses. The inventory has four areas namely, Home Adjustment, Educational
Adjustment, Emotional Adjustment and Social Adjustment. The total score obtained for all the four areas are the overall adjustment. The Reliability coefficient of the test has been found by (i) split-half method (ii) retest-method (iii) Kudar-Richardson formula-20 which are 0.95, 0.91 and 0.93 respectively. Three types of validity have been established for the inventory-Content Validity, Construct or factorial Validity and Criterion related Validity. Content validity has been established on the basis of the opinion of eight judges. A Hindi translation of the Bells Adjustment Inventory prepared by Dr. I. B. Verma was used for the criterion validation. The validity coefficient of the Teachers Adjustment Inventory was found to be .967.

4. Global Adjustment Scale (GAS) (Student Form): The scale is developed by PSY-COM Services, 1994. The global adjustment scale provides separate measure of adjustment in five areas:

i. **Emotional Adjustment**- it focuses on the emotional state of the subjects, i.e. how mature/immature and stable/unstable they are in controlling their emotions.

ii. **Family Adjustment**- it tends to capture the family environment in terms of freedom and cohesion in the family. It focuses on the subject’s relationship with their parents and siblings.

iii. **Health Adjustment**- it is assessed in terms of physical functioning of the body i.e. whether the subjects enjoy a good health or suffer from bad health.

iv. **School Adjustment**- it tends to capture the school environment in terms of academic involvement and school life. It focuses on the subject’s relationship with their teachers and peers and their school performance as well.

v. **Social Adjustment**- It focuses on the subjects relationship with their friends and acquaintances outside the home, i.e. how hostile or submissive they are around them and how much trust they have on people around them.

The inventory consists of 100 items which are equally distributed amongst the five areas of adjustment. Each of the item in the questionnaire has three alternative responses from which the subject selects any one answer i.e. ‘yes’, ‘no’ and
'sometimes'. Scoring is done with the help of scoring key available in the manual. Scores on each of these subscales can range from 0-40 and a combined score of subscales can range from 0-200. Low scores on GAS indicate better adjustment. The test-retest reliability of the subscales ranges from .65 to .75 and split-half reliability of the subscales ranges from .69 to .89. The factorial validity of different dimensions of GAS ranges from .61 to .72. The GAS has proven to be very useful with both school and college students of both sexes in locating the areas of adjustment and maladjustment.

2.6 ANALYSIS OF THE FINDINGS OF STUDIES REVIEWED

Review of researches pertaining to the study of Emotional Intelligence in relation to Stress, Academic Adjustment and Teaching Aptitude of B.Ed. students have been documented in the preceding pages. The researcher has attempted to analyze the studies:

Analysis of various studies has revealed that, there exists negative relationship between Emotional Intelligence and Stress (Dubey 2010; Rahim 2010; Srivastava 2009a; Suresh 2008; Upadhyaya 2008b; Malvia 2007; Srivastava 2006; Pandey 2006; Darolia & Darolia 2005; Adeyemo & Ogunyemi 2005; Gohm, et al.,2005; Stone, et al., 2005; Manhas 2004; Pau & Croucher 2003; George 2000; Ciarrochi et al., 2000). However, some studies (eg. Kant & Sharma 2012; Vaezi & Fallah 2011; Misra 2007; Singh) reported that there is no relationship between emotional intelligence and stress. On the contrary findings of Manhas & Gakhar (2006) reveal that Emotional Intelligence has positive relationship with stress.

Some studies brought forward stress as a strong predictor of emotional intelligence Garg and Rastogi 2009; Adeyemo & Ogunyemi, 2005. However, Kumar & Singh (2012) described teaching as a stressful job. It was also found by Singh (2011) that male prospective teachers have higher stress levels as compared to their female counterparts. While, Kumar et al., (2013) found female teachers to be more stressed than males.

Emotional Intelligence has significant relationship with other variables also such as burnout syndrome (Kokkinos & Stavropoulos 2016; Saiari et. al., 2011; Vaezi & Fallah 2011; Gupta & Das 1990), mental health (Besharat et al., 2005;
Emma & Frank 2004; Bar-on 2003; Lamanna 2000), anxiety (Singh 2011) psychological well being (Bar-On 2005; Palmer et al, 2001; Martinez-Pons 1997; Schutte et al., 1998; Salovey et al., 1995), self-esteem (Friedlander, et.al., 2007; Katyal 2004), self efficacy (Samuel, 2010; Adeyemo & Ogunyemi 2005); Okech 2004) job satisfaction (Hekmatzadeh et al., 2015; Wong et al., 2010; Emma & Frank, 2004), teaching competence (Kaur & Sharma, 2011), life satisfaction (Devi et al., 2011; Palmer et al., 2001), personality (Srivastava 2006; Muransky 2000; More, 1998; Fontana & Abouerie 1993; Chauhan 2008), student-teacher performance (Todd 2006), teacher effectiveness (Latha & Ananthasayanam 2005; Nelson et al., 2005; DeSouza 2004; Singh 2003; More 1998), optimism (Michael 2005), positive life experiences (Brackett et al., 2004; Goleman 1998), academic success (Parker et al., 2004; VanRooy & Viswesvaran 2004) and adjustment to college or university (Elias et al., 2007; Parker et al., 2006; Westphal 2007).

Analysis of the researches done show that adjustment is an important psychological phenomenon that every human species requires most (Rajan 2012). Research study done by Friedlander et.al.,(2007) advocates adjustment as a strong predictor of emotional intelligence. Academic Adjustment has relationship with other variable also such as academic performance (Maher 2012); academic achievement (Yellaiah 2012; Tomlinson et al., 1998). It is also seen that there is a strong relationship between academic adjustment and personality dimensions (Kumar 1980). It was also found that Emotional Intelligence has positive relationship with Adjustment Mangala & Anwar 2012; Kumar 2011; Friedlander et.al., 2007; Engelberg & Sjoberg 2004; Singh 2003. Significant relationship between emotional intelligence and overall adjustment was reported in the researches of Suri (2012) & Rajan (2012). Although, there is ample literature which proves that adjustment affects ones emotional intelligence but there is not much research done on the relationship between academic adjustment and emotional intelligence of B.Ed. students.

Various researchers have studied the adjustment problems of prospective teachers ( Singh & Islam 2016; Nicette et al., 2015; Catherine 2014; Ashraffii 2011; Donga 1987). Ashraffii (2011) found no significant difference between adjustment of B.Ed. students. It was also noted that females have higher educational/academic adjustment (Srinivasan et al., 2016; Donga 1987).
Many studies justified that the Emotional Intelligence training program was effective in significantly raising the level of emotional intelligence (Malek et al., 2011). It also helps in student-teachers adjustment (Panchavarnam, 2012). Other studies reveal that emotional intelligence enhances psychological well being (Salami, 2010; Ciarrochi et al., 2001; Lather, 2009; Mack-Allen, 2005). Mayer & Salovey (1990) established the fact Emotional Intelligence significantly increases with age and maturity. Bar-On (2000) also posited that EI develops over time and that it can be improved through training, programming and therapy.

Weisinger (1998) suggested that effective teachers are more likely to produce outstanding students and emotional intelligence capacities or competencies build upon one another. Reddy & Poornima (2012) emphasized that the curriculum of teacher education should include EI training. ‘Better Life skills programme’ may be implemented in Teacher Training institutions so that the future teacher can handle students better (Bhutia & Dey, 2015; Catherine, 2014). Cain & Smith (2006) & Mendez (2002) reported that increased emotional intelligence results in better stress coping mechanisms. Malek et al., (2011) recommended that emotional intelligence training should be used as adjunct strategy to improve student social and academic adjustment among adolescents and adult students.

Some research studies signified difference between emotional intelligence of male and female (Hekmatzadeh et al., 2015; Kumar, 2011; Darsana, 2007; Okech, 2004). However, no significant difference between the emotional intelligence of male and female was reported by Vaezi & Fallah, 2011; Malvia, 2009; Singaravelu, 2007; Srivastava, 2006; Pathan & Bansibihari, 2004. Whereas, Katyal (2004) reported that females have higher emotional intelligence than males. Ahamad (2015) states that stream had no effect on B.Ed. students emotional intelligence.

Analysis of various studies reveal that Emotional Intelligence has positive relationship with Teaching Aptitude (Singh, 2015; More, 1998). Myla (2014) reported negligible correlation between emotional intelligence and teaching performance. Several researches on the teaching aptitude establish the fact that teaching aptitude to some extent can minimize the impact of Stress in student-teachers (Muraleedharan, 2015). Teaching aptitude and teacher attitude increase the level of teacher efficacy (Malik, 2016; Appadurai & Saraladevi, 2015; Kant, 2011; Yeh, 2007). Teaching aptitude is affected by intelligence level (Malik, 2016).
Some other studies reveal that teaching aptitude has strong relationship with other variables such as \textit{adjustment} (Bhutia & Dey 2015), \textit{professional interest and academic achievement} (Sharma 2012; Sajan 2010), \textit{self-esteem} (Ranganathan 2008), \textit{teacher effectiveness} (Sharma 1971; Vashishta 1973; Mutha 1984; Singh 1987; Vyas 1990; Beena 1995) with \textit{Student achievement} (Ekstorm 1974), \textit{with teaching success} (Kukreti 1999), with \textit{teacher competency factors} (Ken & Kleine 1995), with \textit{attitude towards teaching} (Vashishta 1973), with \textit{general intelligence} (Banerje 1956; Thakkur 1977), with \textit{general teaching competence, professional interest and academic achievements} (Perveen 2006).

Analysis of the researches reviewed show that gender does not influence teaching aptitude (Sharma 2012; Ranganathan 2008; Perveen 2006; Sharma 1984). However, some studies revealed significant difference in teaching aptitude between male and female student-teachers (Sajan 1999). Studies conducted by Sajan (2010); Reddy (1991); Vyas (1982); Thakkur (1977) & Adval (1952) show that female prospective teachers have higher teaching aptitude than their male counterparts. While Perveen (2006) reported that discipline does not affect teaching aptitude. Teaching aptitude is a significant predictor of effective teaching (Mutha 1980; Vashishta 1973; Sharma 1971; Banergy 1956).

\section*{2.7 LINKAGE BETWEEN PREVIOUS RESEARCHES AND THE PRESENT STUDY}

The analysis of the review of the researches presented in the proceeding pages shows that –

1. There exists strong negative relationship between emotional intelligence and stress.
2. Studies indicate existence of relationship between Emotional Intelligence and stress but it is yet to be explored and established with respect to other variables such as Academic Adjustment and Teaching Aptitude of B.Ed. students.
3. There is no conclusive evidence about the relationship between academic adjustment and emotional intelligence of B.Ed. students. Few studies have revealed relationship between overall adjustment and
emotional intelligence of students belonging to different educational levels and teachers but not specifically of B.Ed. trainees, thus it is yet to be established.

4. The researcher has come across several studies stating the relationship between the overall Adjustment and other variables of pupil-teachers but there are very few studies specifically addressing the Academic/Educational Adjustment of the pupil-teachers. Thus, Academic Adjustment of pupil-teachers needs exploration.

5. The researcher has reviewed several Adjustment measuring tools, but came across very few tools measuring the academic/educational adjustment of pupil-teachers specifically. Realizing the importance of academic adjustment in the life of pupil-teacher the researcher decided to construct a tool for measuring the academic adjustment of B.Ed. students.

6. The analysis of review of the research presented in previous pages implies the need to conduct a study on Emotional Intelligence in relation to stress, academic adjustment and teaching aptitude of B.Ed. students.

Therefore, the researcher has made a humble attempt to study the aforesaid.