CHAPTER- II

REVIEW OF RELATED LITERATURE

2.01. INTRODUCTION

Review of the related literature besides, allowing the researcher to acquaint himself with current knowledge in the field or area in which it is going to conduct his research, serves the specific purposes. The review of related literature enables the researches to determine the limits of her/his field. It helps the researcher to define his problem. The researcher can avoid unfruitful and useless problem areas. The researcher can avoid unintentional duplication of useful established findings. It helps the researcher to know about the tools and instruments which proved to be useful and promising in the previews students. To know about the recommendations of preview researchers listed in their studies for further research.

Barge says that review of related literature is an important part of the scientific approach and is carried out in all areas of scientific research. It gives scholars the understanding of previous work that has been done. It also provides the means of getting to the frontiers in the particular field of knowledge.

Allan (1996) argues that it reduces delay between research discoveries and implementation of successful diagnostic and beneficial strategies. The review recognizes inconsistency in the result across studies and can generate new hypothesis about a particular subgroup. At the same time, the quantity systematic review enhances the precision of the overall result. It has a bigger and more methodologically sound study
which can be weighed to have more power. It also provides consistency and generalizing of findings.

So the investigator has attempted on relevant information related to his work. A number of studies conducted on Emotional Intelligence, Teaching Competence, Attitude towards Teaching Profession and Locus of Control are presented in this chapter.

2.02. STUDIES RELATED TO EMOTIONAL INTELLIGENCE

Moshe Zeidner et al., (2004) examined academically gifted (N =83) and non-gifted (N =125) high school students from Israel to compare mean emotional intelligence scores, various assessment procedures, and relations between Emotional Intelligence and ability, across different populations. Participants completed the Mayer–Salovey–Caruso Emotional Intelligence Test (MSCEIT), the Schutte Self-Report Inventory (SSRI), and the Vocabulary subtest of the Hebrew version of the Wechsler Intelligence Scale for Children-Revised (WISC-R-95). Gifted students scored higher on the MSCEIT, but lower on the SSRI. Findings suggest that individual differences are measure dependent, with the profile of scores variable across Emotional Intelligence assessment procedures. Concepts assessed by the MSCEIT resemble a type of intelligence, whereas findings with the SSRI are problematic from this perspective. The paper concludes with a discussion of measurement issues, alternative perspectives on tests of Emotional Intelligence, and suggestions for future research.

Drew and Todd L (2008) determined whether Student Teacher Performance, as measured by a behavior-based performance evaluation process, is associated with Emotional Intelligence, as measured by a personality assessment instrument. The study is
an important contribution to the literature in that it appears to be the first study to explore the possibility an Emotional Intelligence assessment instrument can predict Student Teacher Performance. The results indicate that Emotional Intelligence, as assessed by the Baron Emotional Quotient-i and College Supervisors' assessments of Student Teacher Performance are related. However, data collected from the Cooperating Teacher and Student Teacher perspectives did not reveal any statistically significant relationship for any Emotional Quotient / Student Teacher Performance variable pair studied. While total Emotional Quotient scores and scores for the Intrapersonal, Interpersonal, and General Mood Scales had a statistically significant association with two or more individual aspects of Student Teacher Performance, the Stress Management and Adaptability Scale scores did not have any statistically significant relationships with total or any aspect of Student Teacher Performance. The four participants in the study who had the most anomalous Emotional Quotient / Student Teacher Performance combinations were contacted to participate in interviews. Two individuals agreed, and these interviews revealed the complexity surrounding assessment of Student Teacher Performance, and four themes which fall within the following analogous Emotional Quotient-i Subscales: Assertiveness, Interpersonal Relationships, Social Responsibility, and Flexibility. Finally, implications for those involved in the selection and preparation of teacher candidates are described.

Babu M, Sameer (2008) investigated the relationship between self-esteem and emotional intelligence among B.Ed trainees of Tsunami affected coastal belt of Alappay district of Kerala, India. Stream of study, marital status and age based comparisons were made among the B.Ed trainees. 92 B.Ed trainees were the participants in the study. It was
found that they have a good level of self-esteem and emotional intelligence. While the variables are correlated, it is found a substantial correlation in all the groups except science stream students. The correlation coefficient between self-esteem and emotional intelligence of science stream students is high. Both in self-esteem and emotional intelligence, it is found no significant difference among the students based on stream of study, marital status and age, except in the comparison of them in their self-esteem based on age.

Salami, Samuel Olayinka (2010) examined the relationship of emotional intelligence with career development and the moderating role of gender in the relationship. This study adopted a survey research design. Questionnaires were used to obtain data on emotional intelligence, career development and demographic factors from 485 secondary school students (male=255, female=230) randomly selected from 5 states in southwestern Nigeria. Data analysis included regressing career decision-making self-efficacy and career maturity on emotional intelligence and gender. Results indicated that emotional intelligence and gender predicted career development and gender moderated the relationship between emotional intelligence and career development. The implication of the findings is that counseling psychologists should assess the emotional intelligence of the male and female students when conducting career counseling. In addition, the findings suggest that the students need to be exposed to counseling interventions for enhancing their emotional intelligence. This study is able to demonstrate the relationship of emotional intelligence and career development of secondary school students in Nigeria and the first to explore the moderating role of gender in the relationship.
Madhavi S Waddar and Vijayalaxmi A. Aminabhavi (2010) investigated whether PG student staying at home and hostel do differ significantly from each other in some of the important personality variables such as self-efficacy and emotional intelligence? The study was conducted on a sample of 200 PG students, out of which 100 students staying at home and 100 PG students staying at hostel. Both groups (consisting of 50 female and 50 male students) are selected from different Department of Karanatak University Dharwad. General Self-Efficacy Scale (GSE) by Jerusalem and Schwarzer and Self-Rated Emotional Intelligence Scale by Brackett and Rivers were used to collect the data. The data were analyzed and the results revealed that PG students staying at home have significantly higher self-efficacy and overall emotional intelligence compared to hostilities. An incidental analysis also revealed that demographic variables such as age, gender, order of birth, and caste have significantly contributed to the self-efficacy and emotional intelligence of PG students staying at home and hostel.

Armin Mahmoudi (2011) analyzed the emotional intelligence among the B.Ed., teacher trainees. The study objectives of the emotional intelligence among the B.Ed., teacher trainees to assess and to find out respect to the variables. The hypotheses formulated for the study the emotional intelligence among the B.Ed., teacher trainees and there exist no significant differences with respect variables. The sample comprised 300 Bed., teacher trainees studying in the five B.Ed., colleges of Yasouj district in Kohgiloyeh. The tool used “Emotional Intelligence Scale” for the collection of data. The investigator used to descriptive analysis, t, test, F, test was adopted. Finally concluded the emotional intelligence among the B.Ed., teacher trainees is normal.
Joyce G Walsh-Portillo (2011) determined if higher academic performance was positively correlated to higher emotional intelligence among traditional age male and female college students enrolled in an Introduction to Business course at a large multicampus state college in Florida. The Bar-On 2004 (Emotional Quotient Inventory) EQ-I 133-item inventory was used to assess students’ emotional intelligence. Within the scope of this ex-post facto study, a quasi-experimental design was included to further determine if emotional intelligence could be increased through the inclusion of a curricular component on emotional intelligence. Four groups of students (N=111) participated in the three-phase study over two semesters. The first phase (pre-intervention) was limited to students with an established GPA and an attempted-to-completed credit hour ratio within the institution (N=82). Results showed a slight positive correlation between the two factors and the students’ emotional intelligence pretest assessment scores. The second phase of the study involved establishing a control and an experimental group in each of two semesters to compare the attainment of overall emotional intelligence scores as measured by the EQ-i. The third phase of the study examined four measures of academic success (GPA, the attempted-to-completed credit hour ratio, grade in the business course, and persistence in college) to determine if these factors were positively correlated with the students’ posttest EQ-I scores. The study also included a research question to determine if significant differences in overall EQ-i scores existed between male and female students during the three phases. Findings from the study indicated that (a) there was a slight positive correlation in the pre-intervention stage between emotional intelligence and traditional measures of academic success specifically, GPA and the attempted-to-completed credit hour ratio; (b) curricular intervention made a
significant difference at the p < .05 level, with an .5 effect size, in one semester but failed to meet that threshold in the following semester with the second pair of groups; (c) at the post-intervention phase, the four measures of traditional academic success yielded a low positive correlation with the students’ emotional intelligence assessment scores, and (d) female students showed significant gains in their overall EQ-i scores.

Stratton, Jill A (2011) investigated if a relationship exists between emotional intelligence and leadership in first-year college students at a private university in the Midwest. Using The Schutte Self Report Emotional Intelligence Test (SSEIT; Schutte et al., 1998), the Student Leadership Practices Inventory (SLPI; Kouzes and Posner, 2008), and a weekly questionnaire administered over the course of 15 weeks, this study examined whether EI predicts leadership and how first-semester GPA, SAT, and gender are related to leadership practices and acts. While there has been some research on the intersection of emotional intelligence and leadership, there is a gap in the research specifically as it pertains to first-year college students. Furthermore, the research conducted on college students has focused largely on students who identify as formal leaders or enroll in leadership programs. By implication, this has omitted first-semester, first-year students, the sample of this study. Because of the limited research on emotional intelligence and leadership in college students combined with little or no research that examines everyday leadership practices and acts in first-semester students, this study attempted to fill that gap. This study reveals that emotional intelligence predicts leadership practices and leadership acts in first-year college students, which reinforces the research on the importance of self-awareness and emotional perception to leadership development (Goleman, Boytatzkis, and McKee, 2002). Because this study revealed an
empirical relationship between EI and leadership, it is has significant implications for leadership development in colleges and universities. Moreover, because this study focused on every day, informal loaders and most of the previous research concentrated on college students in formal leadership roles or programs, this research adds a unique dimension to leadership studies. Gaining a deeper understanding of the relationship between emotional intelligence and leadership will assist college officials to create curricula and programs that develop higher emotional intelligence among their students, which enriches their leadership abilities.

**Behnke, Carl and Greenan, James P (2011)** examined the relationship between postsecondary students' emotional-social intelligence and attitudes toward computer-based instructional materials. Research indicated that emotions and emotional intelligence directly impact motivation, while instructional design has been shown to impact student attitudes and subsequent engagement with content. Computer-based technology is widely used in teaching; however, inappropriate application of this technology is likely to result in less than acceptable outcome. In this study, the emotional intelligence of 92 students was assessed using Bar-On's EQ-i:S. Subsequently, students were directed to specific computer-based instructional methods; then their attitudes toward their respective method were assessed using Keller's Instructional Material Motivation Survey (IMMS). In general, students expressed a preference towards the interactive, non-linear, unstructured form of computer-based instruction; however, attitudes associated negatively with emotional-social intelligence for students identified as possessing low-average emotional-social intelligence. The findings and implications are discussed and recommendations for future practice and research are offered.
Martinez, Luz M (2011) sought to investigate whether the skills used in collaborative learning could be positively correlated with those skills posited in the theory of emotional intelligence. Approximately 61 undergraduate and graduate students engaged in a collaborative learning exercise using the case study model. At the end of their collaboration, they completed various surveys in which they rated their own contributions and skills and the contributions and skills of the other members of their collaborative learning group. They also completed the Bar-On EQ-i online to determine their emotional intelligence quotient. The data did not render a statistically significant correlation between the emotional intelligence self-produced scores on the EQ-i questionnaire, the ratings of each participant's self-scores, and the scores other members of the same group gave to one another in the collaborative learning survey. Although a positive correlation was not established within the parameters of this study or with the instruments used herein, this study increases awareness of the relationship between emotional intelligence and collaborative learning in adult education settings. That notwithstanding, the relationship between emotional intelligence and collaborative learning and their effect on academic achievement, citizenship development, and overall economic and social life should continue to be researched.

Hall, P Cougar and West, Joshua H (2011) examined a relatively new measure of emotional intelligence ability using the Mayor-Salovey-Caruso Emotional Intelligence Test. Study participants were 74 teaching candidates completing their student teaching at a large, private university. GPA and Praxis scores correlated significantly and positively with final student teaching performance scores. Multiple regression analysis found GPA and Praxis scores to predict 16-percent of the variance in student teaching performance.
Traditional quality indicators, including GPA, ACT scores, and Praxis exam scores were significantly and positively correlated with one another, however, no statistical correlation between these variables and emotional intelligence were found. No statistically significant relationship was found between total emotional intelligence and final student teacher performance scores. This study offers limited support for the continued use of GPA and teacher tests as predictors of future student teaching performance. Additionally, this study supports claims that emotional intelligence is a distinct form of intelligence not related to traditional intellectual intelligence. The findings of this investigation do not, however, support emotional intelligence as a predictor of teaching performance among secondary student teachers.

**Lomas, Justine et al., (2012)** examined the relationship between emotional intelligence (EI) of adolescents, bullying behaviours and peer victimisation. The sample consisted of 68 adolescents from a secondary college. Participants completed a self-report questionnaire which assessed their EI, how frequently they engaged in bullying behaviours and how often they were the target of peer victimisation. Results of the study indicated that the EI dimensions of Emotions Direct Cognition and Emotional Management and Control, significantly predicted the propensity of adolescents to be subjected to peer victimisation. The EI dimension of Understanding the Emotions of Others was found to be negatively related with bullying behaviours. It was concluded that anti-bullying programs in schools could be improved by addressing deficits in EI in adolescents who bully others as well as those who are at a greater risk of being subjected to peer victimisation.
Houghton, Jeffery et al., (2012) developed and presented a model of the relationships among emotional intelligence, self-leadership, and stress coping among management students. In short, the authors' model suggests that effective emotion regulation and self-leadership, as mediated through positive affect and self-efficacy, has the potential to facilitate stress coping among students. A primary implication of the model is that basic emotion regulation and self-leadership strategies could be included in introductory management courses to potentially increase management students' abilities to cope with stress. Furthermore, because the model has the potential to generalize to the workplace, management students exposed to emotion regulation and self-leadership strategies may be better equipped to effectively manage stress in their future careers.

Ruchi Dubey (2012) explored emotional intelligence in relation to academic motivation. The objectives of the study were- to study the relationship between emotional intelligence academic motivation and to compare the emotional intelligence of students with high and low academic motivation. Sample for the study included 156 (78 boys and 78 girls) class XI of Allahabad city. ‘Test of Emotional Intelligence (Student-Form)’ of K. S. Misra, and ‘Academic Motivation Inventory’ developed by J. P. Srivastava were used as tools for the study. The data were analyzed with the help of product moment coefficients of correlation and ANOVA. The findings of the study revealed positive relationship between emotional intelligence and academic motivation. The study also revealed that students with high, moderate and low academic motivation differ from one another on emotional intelligence.

Lillis, Michael P (2012) examined the relationship between student-faculty interactions and student dropout intentions. It develops an integrative model that posits
that the association between the frequency of student-faculty interactions and a student's intent to stay in college is positive, and becomes more positive as faculty emotional intelligence increases. Patterns of student attrition intentions are observed across different levels of faculty engagement and within and between high and low emotionally intelligent faculty groups. Findings revealed that frequent student-faculty exchanges significantly impact a student's desire to stay in college and that student faculty interactions predict student attrition intentions more strongly for those students assigned to faculty mentors who possess higher levels of emotional intelligence than for those assigned to faculty with lower emotional intelligence scores. Results are discussed in connection with research on student retention and for conceptual commentary on issues related to the examination of mentoring practices.

Goroshit, Marina and Hen, Meirav (2012) indicated that the potential for enhanced emotional intelligence can be improved in the traditional classroom, employing experiential teaching methods. Further, the findings revealed a significant difference in stability measures between social work and education students, indicating that EI course "Doing Psychotherapy" (conceived by the study's authors) has a differential effect on students of the two faculties. This suggests that EI may not be perceived by all students in the same way; rather, specific goals, the nature of the participants, and the professional setting must be taken into consideration when assessing the impact of EI programs in higher education. Future research should focus on specific EI teaching strategies and on designing evaluation studies that assess changes in knowledge (learning), behavior (expertise), and results (performance).
Naresh Kumar (2012) studied the Emotional Intelligence of B.Ed. teacher trainees in relation to Optimistic-Pessimistic attitude. To achieve this objective of the study, Emotional Intelligence Scale by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2001) and Optimistic-Pessimistic Attitude Scale by D.S. Parasar (2002) were used. The sample consisted of 200 B.Ed. teacher trainees selected randomly from Mandi District of Himachal Pradesh. The sample was further equally categorized between male and female pupil teachers. Results revealed that there exists significant relationship between Emotional Intelligence and Optimistic-Pessimistic attitude of B.Ed. teacher trainees. Both the variables positively correlated with each others. Further there exists significant mean score difference in the emotional intelligence of male and female B.Ed. Teacher Trainees. 100% B.Ed. teacher trainees shows high emotional intelligence but male B.Ed. teacher trainees shows high emotional intelligence than female B.Ed. teacher trainees. Further the results revealed that there exists significant mean scores difference in the Optimistic-Pessimistic attitude of male and female B.Ed. pupil teacher trainees. Female B.Ed. teacher trainees shows high optimistic attitude than male B.Ed. teacher trainees. In overall sample, 30% B.Ed. teacher trainees shows high optimistic attitude, 50.5% B.Ed. teacher trainees shows average optimistic attitude and 19.5% B.Ed. teacher trainees shows neutral attitude. None B.Ed. teacher trainee have the pessimistic attitude.

Chandrakant Borse (2012) designed for finding the relationship between total Emotional Intelligence and total Self Concept of B.Ed. teacher trainees. A sample of 60 B. Ed. Teacher trainees from College of Education, Nasik was taken for the collection of data. The statistical techniques Coefficient of correlation and tr-value were used for
analyzing the data. The findings were exists a significant relationship between Emotional Intelligence and Self Concept of B.Ed. teacher trainees.

Nadia Akhtar and Shazia Naureen (2012) designed to investigate the relationship between Emotional intelligence and Job satisfaction among the female secondary school teachers. The major objective of the study was to find out the relationship between emotional intelligence and job satisfaction. The sample of the study consisted of 100 female secondary school teachers of Rawalpindi region. In order to carry out the research two standardized scales were used namely Bar-on Emotional Quotient inventory (EQ-i) and job satisfaction scale. Data were analyzed using Microsoft Excel (2007 version), and the finding of the study was that there exists a positive correlation between emotional intelligence and job satisfaction, a correlation value of \( r = 0.42, P<0.05 \) was obtained using Pearson product moment correlation formula. The relationship between the two is significant which leads to conclusion that emotional intelligence does play a role in an individual's job satisfaction. Major recommendations of the study were that for imparting quality education and to enhance the level of the system of education in Pakistan, it is the time to identify the causes leading to satisfaction of teachers (the nation builders), so that they could impart education in a better way. Keeping in view the importance of emotional intelligence and its role in organizations teachers should be equipped with the necessary tool of managing theirs' and others' emotions to have a positive effect on themselves as well on others.

Killian, Kyle D (2012) examined the psychometric characteristics of the Emotional Self-Awareness Questionnaire (ESQ), a self-report measure of emotional intelligence. The ESQ, Emotional Intelligence Scale, and measures of alexithymia,
positive negative effect, personality, cognitive ability, life satisfaction, and leadership aspirations were administered to 1,406 undergraduate psychology students. The ESQ was reduced from 118 to 60 items via factor and reliability analyses, retaining 11 subscales and a normal score distribution with a reliability of 0.92. The ESQ had significant positive correlations with the Emotional Intelligence Test and positive effect, significant negative correlations with alexithymia and negative effect, and an insignificant correlation with cognitive ability. The ESQ accounted for 35% of the variance in life satisfaction over and above the Big Five, cognitive ability, and self-esteem, and demonstrated incremental validity in explaining GPA and leadership aspirations. The significance of emotional intelligence as a unique contributor to psychological well-being and performance, and applications for the ESQ in assessment and outcome research in couple and family therapy are discussed.

Gliebe, Sudi Kate (2012) proposed five initiatives to foster emotional intelligence (EI) education throughout institutions of Christian higher education. Goleman (1995) identifies self-awareness, managing emotions, motivation, empathy, and social intelligence as the hallmark skills of emotional intelligence. The importance of mastering these skills and their role in enhancing academic achievement, emotional health, and professional success in college students has been well documented (Goleman, 1995; Immordino-Yang, 2009; Yilmaz, 2009; Yueh-Tzu, 2009). However, the question of how to infuse EI education into the fabric of Christian higher education remains. This article proposes the following strategies: (a) teach the faculty emotional intelligence skills, (b) incorporate emotional intelligence into the curricula, (c) provide emotional intelligence training to first-year students, (d) incorporate biblical perspectives of
emotional intelligence into spiritual formation curricula, and (e) teach counselors (mental health professionals) emotional intelligence skills.

**Di Fabio, Annamaria and Kenny, Maureen E (2012)** examined the relationship of performance and self-report measures of EI and personality traits with perceived social support. Three hundred and nine Italian high school students completed the Multidimensional scale of Perceived Social Support (MSPSS), the Emotional Intelligence scale (EIS), the Mayer Salovey Caruso Emotional Intelligence test (MSCEIT), and the Big Five questionnaire (BFQ). Both self-report (EIS) and performance (MSCEIT) measures of EI contributed to the explanation of social support beyond the effects of personality (BFQ). Building on prior research evidence that social support and EI are instrumental to career development, and that EI can be enhanced through training, the findings suggest the potential of EI training as a component of career readiness preparation.

**Pool, Lorraine Dacre and Qualter, Pamela (2012)** investigated whether it is possible to improve levels of emotional intelligence and emotional self-efficacy in university students through a teaching intervention. The findings show that it is possible to increase emotional self-efficacy and some aspects of emotional intelligence ability. These findings are considered within the framework of graduate employability, as improving emotional functioning may be particularly important to young people who will shortly join the graduate working population.

**Kokkinos, Constantinos and Kipritsi, Eirini (2012)** examined the relationship between bullying, victimization and a number of social-emotional variables such as trait emotional intelligence, empathy and self-efficacy in 206 elementary school 6th graders in
Greece. Results indicated that boys reported significantly more direct and indirect bullying behaviors than girls, and higher victimization. Bullying was negatively correlated with overall self-efficacy and its academic component, trait emotional intelligence, empathy and its cognitive component, while victimization was negatively correlated with overall self-efficacy and its three dimensions, trait emotional intelligence, affective and cognitive empathy. Gender, trait emotional intelligence, and cognitive empathy significantly predicted bullying, whereas victimization was predicted by gender, trait emotional intelligence and affective empathy.

Di Fabio, Annamaria et al., (2012) examined the role of personality traits, core self-evaluation, and emotional intelligence (EI) in career decision-making difficulties. Italian university students (N = 232) responded to questions on the Big Five Questionnaire, Core Self-Evaluation Scale, Bar-On Emotional Quotient Inventory, and Career Decision-Making Difficulties Questionnaire. It was found that EI adds significant incremental variance compared with personality traits and core self-evaluation in predicting career decision-making difficulties. The results draw attention to the unique role of EI in career decision-making difficulties, offering new research opportunities and intervention possibilities.

Wang, Chuang et al., (2012) examined the factorial and item-level invariance of Wong and Law's emotional intelligence scale (WLEIS) in a sample of 375 international students in U.S. universities. Confirmatory factor analysis (CFA) and differential item functioning (DIF) analysis were employed at the test and item level, respectively. International students from three regions were of interest: Far East Asia, India, and Europe. A single group CFA was conducted, and the model was found to fit for each
group. The factorial invariance between the groups was tested through three models with cumulative constraints. The results suggest that the WLEIS is a viable emotional intelligence measure when applied to this student population. Students from different cultures shared similar pattern of EI. The DIF analysis further revealed that 14 out of 16 items functioned similarly between Far East Asian students and Indian students, while all the items functioned similarly between Far East Asian and European students.

Han, Heeyoung and Johnson, Scott D (2012) investigated the relationship between students' emotional intelligence, social bond, and their interactions in an online learning environment. The research setting in this study was a 100% online master's degree program within a university located in the Midwest of the United States. Eighty-four students participated in the study. Using canonical correlation analysis, statistically significant relationships were found between students' emotional intelligence, social bond, and the interactions that occurred naturally in the educational setting. The results showed that students' ability to perceive emotion by facial expression was negatively related to the number of text and audio messages sent during synchronous interaction. Additionally, the ability of students to perceive emotion was positively related to peer bonding. Lastly, students' bond to their online program was associated with management type interaction during synchronous discussion sessions. Several implications for online learning practitioners and researchers are discussed.
2.03. STUDIES RELATED TO TEACHING COMPETENCY

Marieta P Dlamini and Alfred F Tsikati (2005) conducted among high school agriculture teachers, who graduated between 1999 and 2001. The purpose of the study was to compare competence levels of teachers who obtained excellent and average grades. Academic performance was retrieved from the archives. Teaching competency (TC) was measured through student ratings of their teachers, after testing for validity and reliability of the instrument. Statistically significant findings were (1) as teacher gets older, overall TC, professional TC, and crop production (CP) TC get lower. Females have significantly higher TC mean in farm records. However, soil TC mean is not related to any characteristic of teachers; and (2) the concentration of excellent academic performing teachers have attended no in-service course, while the concentration of average academic performing teachers have attended no in-service course, while the concentration of average academic performing teachers have attended one to two in-service courses; (3) Excellent academic performing teachers in land use and mechanization (LUM) were rated significantly higher in overall TC; and (4) in overall, professional, CP, soil, and farm records, excellent academic performing teachers received higher mean TC ratings than average academic performing teachers.

Malm, Birgitte and Lofgren, Horst (2006) constructed a questionnaire with fixed alternatives that could be applied to a greater number of students. This questionnaire has since been tried, revised and subsequently used as a measure of teacher competence from a student perspective. A reasonable assumption is that teacher competence is related to students' attitudes to school work and learning as well as to students' self-confidence and self-conceptions. Related to student development, studies
have been conducted to find out whether there are some basic strategies for handling conflict situations among teenagers. In this article a causal model is tested in which teacher competence, students' school attitudes and self-confidence are related to students' conflict handling strategies. The results show some substantial relationships between factors in the school environment and ways of handling conflicts. There were also some interesting differences between boys and girls. The main focus of the article is on a measurement model concerning teacher competence and a causal model in which conflict handling strategies are related to teacher competence, students' school attitudes and self-confidence.

**Myrberg, Eva (2007)** investigated the influence of teacher competence on 3rd-grade students' reading achievement in public and independent schools in Sweden. The data come from the Swedish participation in PIRLS 2001 (Progress in Reading Literacy Study 2001) and comprise some 10,000 students. Students in independent schools achieved better on the reading test than did students in public schools, but when parents' education was controlled for, the effect on students' achievement of school type disappeared. Teacher certification for teaching in the early grades had a strong effect on students' mean reading test scores in both school types, while no significant effects of teacher experience, age, gender, in-service training or cooperation could be established. Though school type had no influence of itself, it was a mediating factor for both parents' education and teachers' education. These effects, however, worked in opposite directions.

**Nabi Bux Jumani (2007)** described a study that has attempted to evaluate the outcome of an Open University course in teacher education through surveying the competence of the teachers who have attained their Bachelor of Education at Allama
Iqbal Open University (AIOU) in Pakistan. An extensive review of the literature established teacher competencies generally agreed as necessary for effective classroom teaching while studies that researched the value and impact of distance education were also examined. To examine the extent to which teachers who obtained their degrees from AIOU possessed these competencies, survey questionnaires were devised to gather data from several perspectives. The questionnaires were piloted and revised in response to comments from participants representing the sample groups. The populations sampled for this study were composed of: a) 135 secondary School Teachers who have a B.Ed degree from AIOU and are working in Pakistani schools, b) 220 secondary school students from the classes taught by AIOU graduates, c) 44 heads of secondary schools where AIOU graduates teach, d) 20 academics from the Faculty of Education, AIOU, Pakistan. Interpretation of the analysed data will be discussed with recommendations for ways the study will be used to improve teacher education in Pakistan and more specifically in the field of distance education.

Ugbe and J I Agim (2009) investigated the influence of teachers’ competence on students; academic performance in senior secondary school chemistry. A random sampling technique was used to select 6 secondary schools out of 12 secondary schools in Yala Local Government Area of Cross River State. 200 students, 20 teachers and 6 principals were used in the study. A survey design was adopted for the study. Three researcher – made instruments namely School Principal Questionnaire (SPQ), Teachers Competence Questionnaire (TCQ) and Chemistry Achievement Test (CAT) were used to gather data for the study. Data were analyzed using the Pearson Product Moment Correlation (PPMC) and t-test. Results revealed that there is significant relationship
between teachers’ competence and students’ academic performance in Chemistry. Chemistry students taught by qualified teachers performed significantly better than those taught by unqualified teachers. Also chemistry students taught by experienced teachers performed significantly better than those taught by inexperienced teachers. 

Recommendations were made on how to promote further development of science teachers in Nigeria.

Naree Aware Achwarin (2009) aimed to determine the teacher competence level and investigate the relationship between teacher qualification, teaching experience, and school size and teacher competence of teachers at schools in the three southern border provinces of Thailand. The method of survey research was used through questionnaire. The unit of analysis was teachers, 750 were selected by simple random sampling methods from nine educational regions, 18 secondary schools, under the Basic Education Commission of Thailand (OBEC) at Narathiwas, Pattani, and Yala province. The instrument used for collecting data was a questionnaire, constructed by the researcher, employing the professional standards of knowledge and experience from the Teacher Council of Thailand (2005) containing nine competence areas. The Cronbach’s Alpha coefficient for the reliability was 0.96. The questionnaire consisted of two parts; part one cover up independent variables, part two was 5- rating scale questionnaire pertaining to teacher competence. The statistical devices used in analyzing data were descriptive statistics; percentage, arithmetic mean, standard deviation to determine the teacher competence level and employed the Pearson’s Product Moment Correlations Coefficient to investigate the relationship between teacher qualification, teaching experience, and school size and teacher competence. The findings revealed three features that most of
the teachers (92.88%) hold bachelor degree; very few teachers (6.23%) hold master degree or higher degree. Most of the teachers (71.07%) had teaching experience of more than 10 years. (2) The level of teacher competence of teachers at schools in the three southern border provinces of Thailand was at high level. 'Teachership' was the highest teacher competence. In order from the highest to the lowest of nine competence areas, the ranking was teachership; psychology for teachers; educational measurement and evaluation; classroom management; learning management; educational innovation and information technology, language and technology for teachers; curriculum development; and educational research. 3) An analysis of the relationship between teacher qualification, teaching experience, and school size and teacher competence of teachers was conducted. This was carried out in the three southern border provinces of Thailand by using Pearson Product Moment Correlation Coefficients. The results revealed that: (a) There was a positive, significant relationship, between teacher qualification and teaching experience, teacher competence areas in language and technology for teachers, curriculum development, and educational research. (b) There was positive, significant relationship, between teaching experience and school size, teacher competence areas of curriculum development. This was a negative significant relationship with competence areas in language and technology for teachers and educational innovation and information technology. The results of the findings provide several directions for future research and practice. The results confirm the value of professional teacher standards of knowledge and experience for teachers and educators and its relations in the context of the schools in the three southern border provinces of Thailand.
Al-Sharif (2010) aimed to analyze the academic standards of teaching physical education methods according to competencies fields, identify student/teacher teaching competencies in motor expression teaching methods syllabus according to quality academic standards and designing teaching competencies evaluation form for student/teacher in fourth grade, Education Department, Faculty of Physical Education for Girls, Alexandria University, Egypt according to quality academic standards, descriptive methodology was used. Study sample included 26 students from the fourth year, education department selected randomly from fourth year education students 2008/2009 as pilot study sample, 59 students from the fourth year education students selected intentionally in the year 2009/2010. The researcher used in data collection three forms: academic standards analysis form for graduates from methods of teaching physical education program according to competencies fields and questionnaire for experts to determine the teaching competencies for student/teacher in motor expression syllabus in according to quality standards of the program, an evaluation form for required competencies for the student/teacher in motor expression syllabus(prepared by researcher). Results revealed analysis of the academic standards of the program to competency fields (cognitive, performance, emotional, productivity), identifying teaching competency for motor expression teaching method syllabus according to program and quality academic standards, evaluation competency for fourth grade students, students achievement extent of cognitive, affective and performance efficiencies were high while the achievement of productivity competency was low, researcher recommended using competency evaluation form in evaluating third and fourth grade students in motor expression teaching methods syllabus, conduct similar study to evaluate the performance
of graduates of teaching methods program in the field training according to quality standards.

**Antony Gracious and Annaraja P (2011)** found the relationship between Creativity and Teaching Competency of Prospective B.Ed Teachers. Data for the study were collected using self made Teaching Competency Scale and Creativity Scale. The investigator used stratified random sampling technique for selecting the sample. The sample consists of 242 Prospective B.Ed Teachers. For analyzing data; 't' test and Pearson's product moment co-efficient were the statistical techniques used. Finding shows there was no significant relationship between Creativity and Teaching Competency of prospective B.Ed teachers.

**Vibha Chawla and Praveen Thukral (2011)** attempted to evaluate the effects of student feedback in developing teaching competence among student teachers. The study was conducted on ten student-teachers of one of the reputed colleges of Panjab University using single-group pretest-posttest design. The efficiency of employing all the selected skills has been calculated by using observation schedule cum rating scale for each skill. The efficiency has been found to be greater than 83% in case of all the student-teachers trained through student feedback. The coefficient of correlation between Efficiency of Using Five Selected Teaching Skills and Posttest Baroda General Teaching Competence Scale Score has been found to be 0.260. Also, 10% of the student-teachers move from average to high performance category on Stanine scale. In brief, student feedback has been found to be effective in improving the general teaching competence of student-teachers.
Jagannadh Y V (2012) measured the teaching competency and attitude towards teaching profession, of B.Ed., college students. The sample consist 300 student teachers of colleges of education, Amalapuram town, affiliated to Andhra University. The Teaching Competency inventory was developed and standardized, and Attitude towards teaching profession scale was developed and standardized by myself. The results show that the inter-dimensional relationship between teaching Competency and Attitude towards teaching profession is positive. Male and female teachers do not differ significantly in terms of their Teaching competency and Attitude towards teaching profession. The Rural and urban student teachers do not differ significantly in terms of their teaching competency and attitude towards teaching profession. The age below 25 years and above 25 years of student teachers do not differ significantly in terms of their teaching competency and attitude towards teaching profession.

2.04. STUDIES RELATED TO ATTITUDE TOWARDS TEACHING PROFESSION

Jack Slaybaugh et al., (2004) evaluated second-year teachers’ attitudes toward their profession and to determine whether they were still committed to teaching. A 15-item survey was sent to 119 teachers who had completed the same instrument a year previous, during their first year of teaching. Seventy-four (62% responded). Present data were analyzed for differences among survey items between year one and year two. Significant changes included satisfaction with performance in the classroom and a feeling that induction programs had improved. Teachers remained committed to teaching, with 97% planning to return following the second year of service. The four highest mean
responses and the four lowest mean responses were discussed. It was recommended that relative weaknesses be addressed through cooperative efforts by school districts and teacher-education programs.

Sanaa Abou-Dagga (2005) investigated the attitudes towards teaching profession of students enrolled in the teacher diploma program in the Islamic University of Gaza, and their ratings regarding the adequacy of practical training. Moreover, the study aim was to delineate the relationship between attitudes and the adequacy of practical training in addition to studying the differences in attitudes with regard to gender, academic specialization and GPA. The sample of the study consisted of (143) students who were registered in the program in the academic year 2002-2003. A questionnaire was used to answer the research questions. Mean, standard deviation, relative weight, Pearson Correlation and 3 - WAY-ANOVA Tests were used. The results showed positive attitudes towards the profession with regard to total score, self-acceptance and practice of the profession. Moreover, average ratings for the adequacy of practical training were shown with regard to total score and all dimensions except the classroom assessment one. A strong significant relation between the adequacy of practical training and attitudes towards the teaching profession were observed. Results showed that there were no significant differences in the general attitude score in relation to gender, specialization and GPA. Analyzing the instrument dimensions with regard to the study variables, results showed that there were significant differences between males and females in the self-acceptance and the financial dimension with a higher score for females. Results were discussed within the framework of literature, several recommendations were made.
Ogiegbaen, S. E. Aduwa and Uwameiye, Raymond (2005) examined the factors influencing public attitudes toward teacher education in Nigeria. It analysed a series of nationwide surveys of negative public attitude toward the teaching profession using parents and prospective university students as respondents. A questionnaire made up of 12 items was used to gather data on public determinants of negative attitude toward teacher education. The survey was conducted in the six geopolitical zones that make up the Nigerian nation. Results indicated that the low social status accorded teachers, poor remuneration; irregular salaries were influential on university prospective students' and public attitude toward teacher education. Also, lack of loans for housing and vehicles, and poor working environment played major role as to why the public showed negative attitude toward teacher education. The following are appended: (1) Mean and Standard Deviation of Students' view on factors Influencing Public Attitude towards Teacher Education; and (2) Mean and Standard Deviation of Parents' view on factors Influencing Public Attitude towards Teacher Education.

Osunde, and Izevbigie, T I (2006) attempted to obtain empirical evidence on teachers' attitude towards teaching profession in Midwestern Nigeria. To execute this study, 400 post primary school teachers were randomly drawn from 40 post primary schools in the area under study. The Teacher's Attitude Questionnaire was the main instrument used for data collection. Results of the study indicated among others, that teachers are not well financially remunerated and that they are looked down upon because of delay in payment of salaries and allowances, thereby having a lot of sense of belonging. This situation has resulted in the low esteem and status of the teachers and the teaching profession in the society. Findings have also revealed that poor conditions of
service, wider negative influence and teacher's negative personal and professional behavior are critical factors responsible for teachers' low status. Some recommendation to enhance the image and status of the Nigerian teachers and the teaching profession were made.

**Zeynep Çetinkaya (2009)** attempted to identify attitudes of Turkish pre-service teachers’ attitudes toward teaching profession. Data was obtained from 195 last grade students in the Department of Turkish Education, in Dokuz Eylul University. The tool that was used for data collection is called “Attitude Scale towards Teaching”. ANOVA and t-test were employed to analyze the data. The findings have indicated that variables such as the gender and preference arrangement in OSS proved to be significant on the attitudes of the students, whereas, variables such as the type of high school and existence of a teacher in the family had no impact.

**Mehmet Ustuner et al., (2009)** intended to determine the attitudes of the students in the faculty of education towards profession of teaching. To this end, it is questioned whether “the attitudes of students towards the profession of teaching differ according to the variables including their gender, the type of the department/program they study, the order of the program in the UEE (University Entrance Examination) preference list, the socio-economic status (SES) of the neighborhood and family they live in, the grade they attend, type of schooling, and the reasons for choosing teaching profession”. The participants of the study comprise 593 students who are selected using rated cluster sampling method for the departments and rated element sampling method for the classes. All of the prospective teachers participating this study were administered the instrument for data collection. The instrument used to collect data in this study was the “Attitude
Scale towards the Profession of Teaching”, a single-dimension Likert type scale with 5 points, originally developed by Üstüner (2006). A significant difference was observed between the attitudes of prospective teachers with intrinsic motivations towards the profession of teaching and those of latter teachers with extrinsic motivations towards the profession of teaching. Other variables for which significant differences were observed include gender, the type of the department/program they study, the order of the program in the UEE (University Entrance Examination) preference list, and the socio-economic status (SES) of the neighborhood and family they live in.

Sabahattin Ciftci, et al., (2009) carried out by the students of vocational Education Faculty of Seljuk University in the province Konya. 494 students, in the first and third grade, who have been educated in 4 departments taking places in this faculty, were included in the study. Data were collected via Attitude Index Toward Teaching Profession. Analysis of the data was carried out by SPSS program. During the study, these conclusions were obtained: The attitudes of the teacher applicants in Professional Education Faculty about teaching do not differentiate according to the department variable. As a result of the analyses carried in order to determine whether or not the attitudes of teacher applicants of Vocational Education Faculty about the teaching profession differentiate according to the grades, department of Bringing Up and Educating Children was found significant in favor of those studying in first grade of main scientific branch (MSB). However, in the other main scientific branches, any significant difference was not found according to the grade variable.

Ahmet Guneyli and Canan Aslanb (2009) determined the mother tongue (Turkish) prospective teachers’ attitudes towards the teaching profession according to
their “genders”, “classes” and “socio-economic” levels, their reasons for choosing this profession, what the problems they may confront when they start the profession are and whether the education they received is sufficient. The study is built with a structure suitable for combined approach where qualitative and quantitative analysis methods will be used together. The study group of the research consists of students (n= 117) that are students at the first, second, third and fourth classes at Near East University Faculty of Education Department of Turkish Language Teaching in 2008-2009 Academic Year Fall Semester and that are selected by use of random sampling method. In order to evaluate prospective teachers’ attitudes towards teaching profession, 5-point Likert-type attitude scale (Cronbach alpha value \( \alpha = 0.95 \)) developed by Çetin in 2006 was used. The qualitative data in the study was collected using four open ended questions. For the analysis of the data, t-test and descriptive analysis methods were used. A significant difference occurred in favor of female prospective teachers in relation to the gender factor. No significant difference between attitude scores was observed in relation to the effects of class and socio-economic level. The majority of prospective teachers chose Turkish language teaching because they love the profession. The prospective teachers’ most important concern about their future is “not being appointed”. The prospective teachers think that there are some deficiencies in the education they receive.

Donald Abidemi Odeleye (2009) investigated the attitude of senior secondary school students towards the teaching profession. This was with a view to ascertain the extent to which variables like gender, location and school type may influence students' attitude towards teaching as a profession. A fifteen (15) item questionnaire was designed to elicit responses from individual students with a view of determining students' attitude
towards teaching profession. A representative sample size of 250 respondents was chosen from ten (10) schools randomly selected from public and private schools within the rural and urban areas of the Federal Capital Territory (FCT) Abuja, Nigeria. Findings confirmed that senior secondary school students in the Federal Capital Territory exhibited general positive attitude towards teaching as a profession without prejudice to gender, school type and location. It is recommended that government and other employers of labour should create the enabling environment to motivate students to choose and pursue career in teaching. It is also emphasized that teachers and educators in general should continue to conduct themselves in manner that would endear the noble profession to the hearts of the upcoming generation.

**Hulya Yesil (2010)** analyzed the relationship between candidate teachers’ communication skills and their attitudes towards teaching profession. This research is a descriptive study and the sample for the research consists of students at the departments of Turkish language teaching at the universities in the Turkish Republic of Northern Cyprus. The instruments used to collect the data for the research were “Teacher Communication Skills Scale” and “Scale for Attitudes towards Teaching Profession”. The data obtained was analyzed using the statistical analysis, standart deviation, The Pearson Product Moment Correlation Coefficient and independent samples t-test techniques were used. As a result of the research, significant difference in communication skills and affection sub-dimension was determined according to gender independent variable; it was also determined that there is a significant correlation in a positive way between communication skills and affection sub-dimension; between communication...
skills and harmony sub-dimension; and between communication skills and attitude towards teaching profession.

Davut Kogce et al., (2010) compared the attitudes of freshman and senior pre-service teachers pursuing an undergraduate degree in an elementary mathematics education program toward teaching profession and to reveal the kind of relationship that exists between these attitudes. Case study method was used in the study. As a data collecting tool, A 5-point likert type questionnaire was used. The data of the study were obtained by conducting this questionnaire to total 212 pre-service teachers (141 freshmen, 71 seniors) studying at Karadeniz Technical University, Fatih Faculty of Education during 2008-2009 school year. After the answers of the pre-service teachers to questionnaire form were scored, the obtained data were analyzed using independent samples t-test and one-way ANOVA. As a result of the study, it was concluded that the attitudes of freshmen and senior pre-service teachers toward teaching profession showed statistically significant difference in terms of several variables favoring senior pre-service teachers. Based on the results of the study, several recommendations were made.

Oylum Akkus Ispir (2010) found teachers’ attitudes towards teaching professions and to identify their burnout level. Besides it was aimed to find out the relationship between the burnout level of the teachers and their attitudes towards teaching professions. The sample consists of 308 teachers from variety of branches. Two instruments namely; Maslach Burnout Inventory and Attitude Scale towards Teaching Profession were used to collect 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.

Kumari Kusum et al., (2010) undertaken to infer empirically their attitude
towards the profession To study this problem a sample of 200 girl students was selected
by incidental sampling technique. These students were selected from the colleges running
under Patna University; the students belonged to Patna Women's College and Magadh
Mahila College. The analysis of the data revealed that nowadays females are not very
much interested in opting for the teaching profession, However, the students of general
course were more desirous of choosing teaching profession than the students of
vocational courses The present study reveals that in spite of having positive attitude
towards teaching profession, girls generally do not want to choose teaching as their
profession. The study also leads to the conclusion that the overall attitude of degree level
girl students towards teaching is favourable and the courses and streams of study do not
lead to a significant difference in the attitude towards teaching profession of degree level
girl students.

Sulen Sahin (2010) carried out to study teacher candidates’ attitudes towards the
teaching profession and life satisfaction levels. Independent variables are determined as
gender, department, class level, the mother and father's education, students academic
success. For the analysis of collected data the percentages, t test, one-way analysis of
variance and Pearson Product Moment of Correlation Coefficient were used. According
to the total scores of the ATTP scale teacher candidates has seen as in positive attitude
towards teaching profession. Besides that according to LSS they have high levels of life
satisfaction.
Hulya Yesil (2011) analyzed attitudes of the students who are studying in Turkish Language Teaching department towards teaching profession in terms of socio-demographic features. Students who are studying in Turkish Language Teaching departments of the universities in Turkish Republic of Northern Cyprus in 2009-2010 academic years constitute population of the study. Result of the study presented that attitudes of the students of Turkish Language Teaching departments towards teaching profession are positive in general. It is determined that attitudes of the students of Turkish Language Teaching departments towards teaching profession differentiate significantly in terms of gender, situation of being satisfied in their department, their parents’ attitudes towards them, desire to become a teacher and do not differentiate significantly in terms of grade, mother’s attitude towards them, income variables.

C-O Adaeze (2011) investigated the attitude of students and student-teachers towards the teaching profession in Minna, Niger State. A fifteen item questionnaire and a structured interview schedule were used to collect data from a sample of 250 respondents who were randomly selected from public and private schools within the Minna metropolis. The data collected were analyzed using frequency counts, percentages and means. The results revealed that participants held positive attitude towards the teaching profession but at different levels of significance. The implication of findings for school administration is that the attitude of students and student-teachers to teaching profession is a reflection of the attitudes of school personnel towards their career.

Omer Engin Akbulut and Fatih Karaku (2011) determined how pedagogical content courses taken during teacher education programs affect the pre-service teachers’ attitudes toward teaching profession. 239 secondary school science and Mathematics
(Physics, Chemistry, Biology, Mathematics) pre-service teachers participated in the study and “Teaching Professional Attitude Scale” was used to collect data. The data was analyzed by using t-test for binary comparisons; the one-way analysis of variance (ANOVA) and Tukey HSD test for multiple comparisons. The findings revealed that pre-service teachers’ attitudes toward teaching profession were positive. However, the attitude scores of the pre-service teachers who are studied to content courses, decreased at the end of the pedagogical content courses.

**Ebru Oguz and Melek Kalkan (2011)** examined correlation between attitudes towards teaching profession and pupil control ideology of teacher candidates. The participants of the study comprise 281 teacher candidates at Ondokuz Mayis University’s Faculty of Education. In this study, two instruments were used for data gathering. “Teaching Profession Attitude Scale” was used to evaluate the attitudes towards teaching profession of the teacher candidates. “Pupil Control Ideology Inventory” was used for determining the level of pupil control ideology of teacher candidates on a humanistic-custodial dimension. The results of Pearson moment correlation analysis indicated that the pupil control ideology was negatively correlated with the attitude towards teaching profession of teacher candidates. According to simple regression analysis, the attitude towards teaching profession is a significant predictor for pupil control ideology on teacher candidates T-test analysis indicated that there was no significant difference according to gender in terms of pupil control ideology and the attitude towards teaching profession of teacher candidates.

**Fatih Bektas and Ahmet Nalcaci (2012)** aimed to determine to what extent the personal values of class teacher candidates predict their attitude towards teaching. The universe of the research is
teacher candidates from the Kazım Karabekir Faculty of Education, Ankara University in the 2010-2011 academic year. 305 teacher candidates from 1st, 2nd, 3rd and 4th year class were determined by the criterion sampling method constitute the sample of the research. A Personal Values Inventory and an Attitude Scale towards the Teaching Profession were the data collection instruments. For the analysis of data, frequency, arithmetic mean, standard deviation, Pearson Product Moment Correlation Analysis and Multiple Linear Regression Analysis were used. According to the data obtained, the personal values of the teacher candidates were found to predict their attitudes towards teaching profession in the proportion of 22%

Tezcan Kartal, et al., (2012) determined prospective science teachers’ attitudes towards teaching profession in terms of different variables. This research was designed as a descriptive study. Participants in the study group were selected among the students who were attending the 1st, 2nd, 3rd and 4th grades in the Department of Science Teaching, Faculty of Education, Ahi Evran University during the 2011-2012 academic year. While forming the study group, maximum variation sampling, which is one of the purposive sampling methods, was used. Data of the study were collected using the “Attitude Scale towards Teaching Profession” which was developed by. In the analysis of the data collected, descriptive and inferential statistics via SPSS 15.0 Package Program were utilized. According to the study results, there was no statistically significant difference between prospective science teachers’ points related to their attitudes towards teaching profession and gender, general academic average, family's monthly income and where they lived before university. However, a statistically significant difference was observed between their attitude points and their departments.
Esma Yildirim (2012) examined whether teacher candidates’ attitudes toward teaching profession differs according to their ages, genders, types of education program, types of high school graduated or not. The sample of the study consists of 176 teacher candidates from different programs: Guidance and Psychological Counseling Program, Elementary Mathematics Education Program, English Language Education Program, Preschool Education Program of Maltepe University, Faculty of Education. To find out teacher candidates’ attitudes toward teaching profession, “Attitude Scale towards Teaching Profession” which was developed by Üstuner in 2006 was used and its Cronbach Alpha coefficient was calculated as 0.93. Demographic variables about teacher candidates were gained by using Background Characteristics Survey. Independent sample t-test and Analysis of Variance were used to analyze the data via SPSS. A significant difference was found only between boys and girls in terms of attitude toward teaching profession.

Aysem Seda Onen and Fatma Merve Ulusoy (2012) determined the effects of interpersonal relationship dimensions of pre-service teachers on their attitudes towards teaching. The sampling of the study consisted of 230 pre-service teachers studying at Hacettepe University, Education Faculty during the 2011-2012 academic year. “The Scale of Interpersonal Relationship Dimensions” (Imamoglu and Aydin, 2009) and “The Scale of Attitudes towards Teaching” (Cetin, 2006) were used as data collection tools in the study. The Cronbach Alpha reliability coefficient of “SIRD” was found to be between 0.78 and 0.85. The reliability coefficient of “SATT was determined to be 0.95.

Seda Gun (2012) determined the attitudes of teacher candidates on the teaching profession. Within the framework of this objective, the Likert type scale comprising of 25
attitude sentences were developed in order to be used in the study. The sample of the study consists of a total of 150 teacher candidates studying at Hacettepe University. In the study, the views and suggestions of the teacher candidates with regards to the improvement of this profession were studied in detail. Attitude scales were applied to the students at the primary school teaching department. After analyzing the data collected, relevant recommendations were set forth in the proposal.

Ram Krishan Yadav (2012) knew the attitude of Post Graduate students of Education and physical education towards teaching profession and to compare the significance of attitude of male and female subjects of P.G classes towards teaching profession. The sample was selected from two different states of India named. The investigator prepared 43 statements which were related to the attitude of students towards teaching profession. It was concluded that attitude of students studying in post graduate course of education and physical education in Tamil Nadu and Kerala have been found favorable to the teaching profession. It was also found that Male and female post graduate students differed with respect to their attitude towards teaching profession.

Islam H. Abu Sharbain and Kok-Eng Tan (2012) investigated the relationship between pre-service teachers’ level of competence and their attitudes towards the teaching profession. For this purpose, a competency measurement observation card and a questionnaire on attitudes were administered to a sample of 41 male and female pre-service teachers from 4 universities in the Gaza strip, Palestine before and after a three-month competency training program. Results showed that the teachers’ competency level correlated strongly with their attitudes before and after training. The paired Samples T-test indicated that the training improved their competencies as well as their attitudes. The
findings have implications on teacher education programs to promote both competency and positive attitudes of preservice teachers.

2.05. STUDIES RELATED TO LOCUS OF CONTROL

Terje Manger and Arve Asbjornsen (2002) evaluated the effects of a school-based socialcognitive training program on 14-and 15-year-old students' locus of control, as assessed by the Nowicki-Strickland Locus of Control Scale. A total of 91 students in a training group and 109 students in a comparison group were assessed before and after the program. Girls in the training condition developed significantly in the direction of higher internal control, while neither boys in the training condition nor girls or boys in the comparison condition altered their locus of control. Implications for school psychology practice are discussed.

Hoover, Kathleen Geiger (2003) assessed whether the psychological variables of college students' locus of control, self-efficacy, and achievement expectations strengthen the prediction of academic achievement beyond that of traditional cognitive measures of high school grade point average and scores on the ACT or SAT examination. The study used earned credit hours, college grade point average, and total quality points (course credit hours multiplied times the numerical value of the letter grade) as indicators of academic achievement. Total quality points yielded the highest correlation with all predictor variables. High school grade point average and ACT composite score were most predictive of academic achievement, explaining 17% to 43% of the variance in achievement. Addition of locus of control, self-efficacy, and achievement goals explained 49% to 53% of the variance in achievement.
Dan Ezell and Colleen Klein (2003) explored the effect portfolio assessment had on locus of control of students with and without disabilities, and to see specifically whether use of portfolio assessment increased internal locus of control of students with disabilities. Participants were eighth grade students chosen on the basis of classroom use and non-use of the portfolio assessment process. Both general education students (n = 70) and special education students (n = 20) were involved in the study. The Nowicki-Strickland Locus of Control Scale was used to identify participants’ locus of control. Overall, results indicated that all individuals involved in the portfolio assessment process scored more internally-oriented in terms of locus of control than those who were not involved in the portfolio assessment process.

Anakwe, Augustina Izadi (2003) motivated by some phenomena noted among some senior secondary school students operating under apparently the same conditions, but seems to perform differently in (academics) school adjustment and even the way they perceive the source of reinforcement for their action (Locus of Control). To investigate these problems a research was conducted to determine the relationship among students locus of control, school performance and school adjustment. The extent to which they relate to each other bearing in mind the students’ gender, parental occupation, school location and school type. To investigate this, three research questions and ten hypotheses that focused on the objectives of the study were formulated to guide the study. The subject for the study were 2,000 senior secondary school students from 20 secondary schools drawn from a total of 63,275 students and 278 senior secondary schools in Plateau States five educational zones, using stratified Random Sampling technique. The major instruments used for data collection were Students' Locus of Control Scale.
(SLOGS) and Students' School Adjustment Inventory (SSAI) developed by the researcher as well as the Students Academic Records. The data gathered were analyzed using percentages, means, Cronbach Alpha method, product moment formula, factor analysis, stepwise inclusion multiple regression procedure and ANOVA. The findings showed that the students were more external than internal in their locus of control, their performance at school was below average and most of the students were not properly adjusted in school. Furthermore it was discovered that Locus of Control and School Adjustment have significant relationship with school performance. On the other hand, school location is the only major variable that is a predictor of Locus of Control and School Adjustment. The newly developed instruments showed that they were valid and reliable. Based on the above, it is recommended that students should be encouraged to be more internal than external in their (LOG), that is by viewing the course of events in their lives as contingent upon their own behavior, this will help to improve their academic performance in school and students that are not well adjusted should be given attention and tyraph. The use of the (SLOCS) and (SSAI) should further be used on a larger sample and in other states, in order to enhance its generalisability. Also the establishment of a Psychological Clinic in all the secondary schools was recommended to lend support to the expected impact on the students.

Paul W. Grimes, et al., (2004) examined the relationship between students' locus of control and their evaluation of teaching in a traditional principles of economics course. Locus of control is a psychological construct that identifies an individual's beliefs about the degree of personal control that can be exercised over his or her environment. Students with an internal locus-of-control orientation accept responsibility for control over their
environment whereas those with an external orientation believe that they have little control or power to affect personal outcomes. The authors entered students' Rotter scale scores derived from the standard instrument used to measure locus of control orientation into an empirical ordered probit model estimated to explain the determination of student evaluation of teaching scores. The results indicate that more internally oriented students had a greater probability of assigning above average evaluation marks with respect to instructor performance whereas more externally oriented students had a greater probability of assigning average and below average instructor evaluation marks.

Yiqun Gan and Jiayin Shang (2007) compared the predictive value of locus of control and coping flexibility on student burnout. Two hundred and seventy-three Chinese university students completed the Chinese version of the Maslach Burnout Inventory - Student Survey (MBI-SS; Schaufeli, Martinez, Marques-Pinto, Salanova, & Bakker, 2002), the Coping Flexibility Inventory (CFI; Zhang, Gan, & Zhang, 2005), and Rotter's Internal-External Scale (1966). Results indicated that the construct of coping flexibility was composed of perceived controllability and strategy situation fit, which negatively predicted burnout. Coping flexibility accounted for significant incremental variance beyond locus of control in predicting the three dimensions of burnout. The results provided evidence for the advantage of a person-situation interactional construct in predicting behavior, compared to its personality counterpart.

Wood et al., (2009) used quantitative and qualitative methods to gain a deeper understanding of the perceptions of locus of control and the academic success of baccalaureate nursing students from ethnically diverse backgrounds. Students who were more likely to attribute academic outcomes to forces beyond their personal control were
more likely to have lower medical-surgical theory grades, more likely to be Filipino or from other Asian groups, and more likely to be students for whom English was their second language. The most frequently reported factors students identified as contributors to academic success were good study strategies, persistence, and supportive social connections.

Deniz, M. Engin et al., (2009) investigated the effects of emotional intelligence on the academic procrastination and locus of control tendencies of a group of university students. The sample of this study consists of 435 university students including 273 female students and 162 male students who were randomly selected from the population of Selcuk University students. The age range of the students varies in between 17-21 years old and the mean age is 20.19 years old. A personal information form, the Emotional Intelligence Scale, the Academic Procrastination Scale and the Locus of Control Scale were administered to the sample. Research findings show that the sub-scales of the Emotional Intelligence Scale, adaptability and coping with stress, are highly correlated with the students' academic procrastination tendency scores (p less than 0.05). Secondly, it was found that the two sub-scales of the Emotional Intelligence Scale, adaptability and general mood, could significantly predict the students' locus of control scores (p less than 0.05). Lastly, a negative correlation was found between emotional intelligence skills and both academic procrastination (p less than 0.05) and locus of control (p less than 0.01). The results were discussed in the light of the related literature.

Oğuz Serin, et al., (2009) analyzed comparatively learning and studying strategies, and factors affecting locus of control of the students of Buca Education Faculty of Dokuz Eylül University and Education Faculty of Cyprus International
University. In analysis of data, One-way Analysis of Variance (ANOVA), t and Scheffe Meaningfulness Test, and Multiple Regression are applied. As a result of the study it is inferred that there is a statistically meaningful differentiation for male students among score means of locus of control according to gender. When sub factors of learning and studying strategies of trainee teachers according to their gender are analyzed, it is inferred that there is a meaningful differentiation among score means of motivation, anxiety, choosing main ideas and studying aids. It is inferred that there is no meaningful difference among score means of locus of control according to the university. It is inferred that there is a meaningful difference among score means of locus of control according to departments. When sub factors of learning and studying strategies are examined according to departments, it is inferred that there is a statistically meaningful differentiation among score means of attitude, using time, concentration, manipulating information, choosing main ideas, studying aids, and test strategies. According to the results of multiple regression analysis, it is found that double and partial correlations between predicting variable and dependant variable are negative and low.

**Sahin Kesici, et al., (2009)** explored variations in cognitive learning strategies and computer attitudes among college students, based on gender and locus of control. The study groups were comprised of 263 preservice teachers. The results demonstrated that the level of adherence to cognitive learning strategies on the part of female college students was significantly higher than those of male college students, especially in terms of memorization, analytical, and explanation. This study found that college students’ gender has an effect on cognitive learning strategies and computer attitudes. In terms of locus of control, college students’ cognitive learning strategies and computer attitudes
were found statistically significant in the following levels: small in application, small in memorization, weaker in analytical, small in summarization, small in rehearsal, weaker in explanation, and small in computer attitude. Observance of cognitive learning strategies was found to be significantly higher for college students with internal locus of control than for those with external locus of control in terms of summarization and rehearsal.

**Sibel Dinçyurek, et al., (2009)** determined the locus of control and level of assertiveness of students depending on different variables. The research was conducted at Eastern Mediterranean University with 400 students. Qualitative and quantitative techniques were used together. In addition, interview form was also delivered in order to show the six field experts; two communication specialists, three guiding and psychological counseling specialists and one measuring-assessment specialist. Generally in this research, significant results concerning the assertiveness and locus of control levels of students were obtained.

**Figen Akça and Banu Yaman (2010)** determined whether the teachers are internally controlled or externally controlled and investigate if this variable affects their burnout status in terms of their burnout levels and their style of explaining events. The sample of the study consisted of 291 teachers. Rotter's Internal-External Locus of Control Scale and Maslach Burnout Inventory were used as data gathering tools. The analyses concluded that the teachers generally have internal locus of control and they perceive themselves more burnout from the point of insensitivity and emotional burnout.

**Nerguz Bulut Serin, et al., (2010)** analyzed and compare the factors affecting locus of control of the university students. It is found out that male students have more inner control than female students (t = 4.890, p < .001). Students with high income level
have more inner control than students with low and middle income level (F = 5.171, p < .01). Students staying with their families have more inner control compared to those staying either at dormitories or houses (F = 8.175, p < .001). Students with 4 or more siblings have more inner control than students with less number of siblings.

**Murat İskender and Ahmet Akin (2010)** examined the relationship of internet addiction, social self-efficacy, and academic locus of control. Participants were 311 university students who completed a questionnaire package that included the Online Cognition Scale, the Academic Locus of Control Scale, and the Perceived Social Self-efficacy Scale. The hypothesis model was tested through structural equation modeling. According to results internal academic locus of control was predicted positively by social self-efficacy. Also internet addiction was explained negatively by social self-efficacy and internal academic locus of control and positively by external academic locus of control. Results were discussed in the light of literature.

**Rana Özen Kutaniş et al., (2011)** research what influences locus of control has on the learning performance of students. In order to reach this goal, the study’s theoretical frame has been designed including the issues of the locus of control (internal-external) under the framework of organizational behaviour and learning performance. In this research, quantitative research method is used by keeping in mind the scope and qualities of the topic. The scope of research is identified as all the students who continue to higher education. As the population of the research is adequate to study, it is not needed to identify extra sampling. The data of the research are gathered by the help of standardized survey technique. The locus of control levels of the subjects, who are going to take part in the research, are measured with The Scale of Internal-External Locus of
Control developed by Rotter (1966) and Learning Scale developed by Güngör (2006). The gathered data are checked by the help of descriptive statistics techniques and multiple regression analysis by using SPSS program. At the end of the research it is concluded that learning performances of the students with internal locus of control are high, and they are more proactive and effective during the learning process. On the other hand, the ones with external locus of control are more passive and reactive during this period. Apart from these, it is revealed that there are some differences among students’ demographic groups and their learning factors.

Ali Akbar Sheikhi Fini and Mitra Yousefzadeh (2011) found the relationship between achievement motivation, locus of control and academic achievement in high school students of Bandar Abbas (Iran). For testing the hypotheses of the research 211 high school students were selected randomly. Rotter locus of control scale, achievement motivation scale and students scores were used. Statistical analyzing data showed there is positive relationship between these variables.

Tella, Adeyinka et al., (2011) examined locus of control, interest in schooling and self-efficacy as predictors of academic achievement of Junior Secondary School Students. The sample of the study consisted of 500 students comprising 300 boys and 200 girls. These were selected from twenty-five secondary schools through stratified random techniques. The stratification factor used was the class of the students. An ex-post-facto research design is adopted. Three independents variables (Locus of Control, Interest in schooling and self-efficacy) with the dependent variable (academic achievement) are measured with relevant standardized instruments. Two research questions are developed and answered. The results indicate that locus of control, interest in schooling and self
efficacy jointly and relatively contribute significantly to the prediction of academic achievement of the Junior Secondary School Students. Based on these findings, the simultaneous need to continuously stimulate the interest of the students and teach them time management, and for teachers to see all the three variables as equally important and to help students improve on them was emphasized.

Bulus, Mustafa (2011) investigated the role of the prospective teachers' locus of control in goal orientations and of both orientations in academic achievement. The participants were 270 undergraduate students studying in different majors at the Faculty of Education in Pamukkale University. Goal Orientations and Locus of Control Scales were used to gather the data. Pearson Correlation and regression analyses were performed to analyze the data. Results showed that mastery goal orientation was positively and avoidant goal orientation was negatively related with locus of control and academic achievement. A positive relationship was found between locus of control and academic achievement. In the study regression analyses indicated that mastery and avoidance goal orientations were predicted by locus of control and academic achievement was predicted by goal orientations and locus of control together. Implications of the findings were discussed and suggestions were given for the educators.

Azizreza Ghasemzadeh and Maryam saadat (2011) studied locus of control and its determined link to educational achievement of college students. Considering the results obtained from a study on 370 students, no significant difference is observed in internal-external locus of control among male and female students, but female students for the locus of chance control received higher scores than the male students (t = -1.98), p < 0.05). The students of the faculties of basic sciences, psychology and educational
sciences, power and computer showed significant difference on the locus of internal control with \((F = 6.16, P < 0.05)\) and external locus of control with \((F = 4.348, P < 0.05)\). Internal locus of control with \(r = 0.121\) on the meaningful level of \(P < 0.05\) had a direct and positive relationship with the educational achievement of students.

**Maryam Saadat, et al., (2012)** studied relationship between self-esteem and locus of control of university students. According to the results obtained from a study on 370 students, all self-esteem components have a positive and meaningful relationship with internal locus of control, although this relationship becomes negative while talking about external and chance kinds. In addition, all grades of self-esteem components could be predicted by internal locus of control.

**Irina Macsinga and Ioana Nemeti (2012)** investigated the relations between 3 factors that are related to students’ motivation and performance (; Lane, Lane, & Kyprianou, 2004): locus of control (LOC), self-esteem and academic attributional style (AAS). We also assess the causes identified for academic failure and the coping strategies. A lot of 80 students completed the AAS Questionnaire, the Self-Esteem Scale, and the LOC Scale. The results show that high self-esteem students have an internal LOC and the internal AAS is associated with active coping strategies activation. These findings can be used for the adjustment of educational strategies and university policies.

**Mariela Pavalache-Ilie and Ecaterina Maria Unianu (2012)** examined the relationship between locus of control and pro-environmental attitudes of undergraduate students. A survey was conducted among 112 undergraduate students from the Psychology and Educational Sciences study programmes. The instruments used were Levenson's Multidimensional Locus of Control Inventory and 11 scales from the
Environment Attitudes Inventory. The findings suggest that there is a significant association of internality with ecocentric concern and support for interventionist conservation policies. Therefore, it is important to cultivate the internality, reduce the faith in the power of others and in chance and to stimulate the young people to become members of an ecological association.

*Nodoushan, Mohammad Ali Salmani (2012)* hypothesized that students' loci of control affected their language achievement. 198 (N = 198) EFL students took the Rotter's (1966) locus of control test and were classified as locus-internal (ni = 78), and locus-external (ne = 120). They then took their ordinary courses and at the end of the semester, they were given their exams. Their semester-end cumulative grade point averages (GPA) were compared to their previous-term GPA. SPANOVA results did not identify locus of control (LoC) as a predictor of achievement. Results also indicated that factors like LoC, if at all, interact with proficiency only at the advanced level.

*Fielding, Kelly and Head, Brian W (2012)* investigated determinants of young Australians' pro-environmental intentions and actions. Two samples of young people took part in the research: 12-17-year-olds (N = 1529) currently in secondary schooling and 18-24-year-olds (N = 2192) in post-secondary schooling or workforce. All participants completed an online "Youth and the Environment Survey" that assessed perceived responsibility of community and government to protect the environment, locus of control, environmental concern, self-reported environmental knowledge, pro-environmental intentions, pro-environmental behaviour and environmentally harmful behaviour. Attributing greater responsibility to the community was related to more positive environmental intentions and actions, whereas, attributing greater responsibility to the
government for environmental protection was related to more negative environmental intentions and behaviour. In addition, young people with higher environmental concern and knowledge, and a more internal locus of control in relation to the environment, reported stronger pro-environmental intentions and behaviour, and less environmentally harmful behaviour.

Suphi, Nilgun and Yaratan, Huseyin (2012) investigated the effects of learning approaches, locus of control (LOC), socio-economic status and self-efficacy on undergraduate students in North Cyprus. Four questionnaires were administered on 99 students in order to collect data regarding the learning approaches, LOC, self-efficacy and demographic factors. High cumulative grade point average and self-efficacy were shown to be an indicator of academic achievement and high self-efficacy was related to the use of deep approach (DA). Students, whose mothers had lower levels of education, were found to also predict academic success. No direct significant relationship between DA and academic achievement was found.

2.06. CONCLUSION

The survey of related literature has helped the investigator to have a clear perspective of the problem chosen for the present investigation and to formulate relevant hypotheses for the present study. Further, based on this review, a suitable methodology and a well planned procedure for the present investigation could be adopted and it is dealt in the succeeding chapter.