CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The previous chapter dealt with the brief introduction of the variables namely, General Mental Alertness, Emotional Intelligence, Personality, Interest in Teaching, Attitude Towards Teaching Profession and Academic Achievement, its need and importance of the study, objectives and limitations of the study. In the present chapter the investigator has discussed about the review of related literature. The review of the related literature is an essential aspect of any research work. This is an exacting task, calling for a deep insight and clear perspective of the overall field. It provides a greater understanding of the problem and its aspect and ensures the avoidance of unnecessary duplication. It enables to compare the data; on the basis of which a researcher can evaluate and interpret the significance of areas findings and in addition contributes to the scholarship of the investigator. Also these literatures are fruitful sources of objectives and hypothesis.
2.1 REVIEW OF RELATED LITERATURE

Review of related literature provides valuable guidance in order to comprehend the problem holistically and the extent of advancement in research field on the topic. It envisages and explores the innovative insight for appropriate methodology and research design. The review of related literature usually encompasses the following functions:

- Gives conceptual frame of reference for the contemplated research.
- It also helps in understanding of the status of research in the problem area:
- Provides sufficient insight to the research approach method instrumentation and data analysis
- Evaluates the probability of success of the contemplated research and the significance or usefulness of the findings and
- Guides specific information needed to state the definitions, assumptions, limitations and hypothesis of the research

The review of related literature involves the systematic identification, location and analysis of documents containing information related to the research problem. The review tells the researcher “what has been done and needs to be done”.

The present chapter deals with review of literature related to the general mental alertness, emotional intelligence, interest in teaching, personality and attitude towards teaching profession and many other related aspects as per the objectives of the study.

2.2 PREVIOUS STUDIES

Lindgreen and Pattan (1958) studied “The Attitude Of High School Teachers Are Less Favourable Toward Children And Toward Current Educational Theory And Practice Than Are The Attitudes Of Teachers In The Lower Grades”. A 50-item questionnaire dealing with teacher-child relationship of effective and ineffective teachers were administered to 216 elementary and secondary school teaches. When the questionnaire was scored with a key based on favourable attitudes toward children and acceptance of current educational theory and practice, the hypothesis was supported at the 0.05 level of significance, that is non high school teachers scored higher than high school teachers.

Bhatnagar (1967) studied “The Personality Variables As Predictors Of Academic Achievement Of High School Students
Keeping Age, Sex And Intelligence Constant”. His study also aimed at predicting academic achievement on the basis of personality needs. The hypotheses tested were:

(i) Personality needs and intelligence are correlated
(ii) Some of the personality needs are related to the academic achievement of high school students.

Male students of class XI of Rajasthan formed the sample of the study. Of the 1941 students, 912 belonged to humanities group, 476 to commerce group, and 553 to science group. The Hindi adaptation of Edward’s Personal Preference Schedule was used to measure fifteen personality needs. The academic achievement was assessed in terms of composite scores of students on objective attainment tests in Hindi, elementary arithmetic, general science and social studies. Jalota’s Group Test of General Mental Ability measured intelligence. Two tests of correlations were computed for each age group, one set of correlations was between each of the fifteen personality needs and academic achievement and the other set were between intelligence and each of the personality needs and academic achievement. In order to take out the variability, which could be predicted from intelligence, partial correlations were computed between personality variables and academic achievement after partialling out the effect of intelligence. The correlation
coefficients were found to be significant. Personality and intelligence was found to be significantly correlated. It was found that the need for achievement, autonomy, interception, help or support, dominance, nurturance, endurance and aggression correlated positively and the need for deference, affiliation and abasement correlated negatively to the academic achievement of the students.

Quraishi (1972) studied “Personality, Attitude and Classroom behavior of Teachers”. The objectives of the research were:

(i) To study the relationship between four dimensions of teacher behavior, namely, proportion of indirect behavior to direct behavior – ID ratio to controlling behavior – ID ratio; proportion of teacher behavior to student behavior – TS ratio and teacher behavior of accepting students: ideas plus one dimension of student behavior (student initiation) with certain personality traits and attitudes of teachers;

(ii) To predict the afore mentioned five behavior dimensions on the basis of personality traits and attitudes.

(iii) To study the effect of personality on proportion of indirect behavior to direct behavior (ID ratio).
The sample of the study consisted of 200 teachers drawn from twenty-one secondary schools. Flanders Interaction Analysis Category System was used for observing and recording teachers’ classroom verbal behavior. Thurstone Temperament schedule was employed to assess the personality traits, and attitude scales constructed by Wandt, Glassey and Patel were adapted to measure attitudes. Pearson’s product moment correlation technique, stepwise regression analysis and t-test technique were used for analyzing the data.

The study reveals the following:

(i) Teachers’ verbal behavior in the classroom was related in a small measure to their personality and attitude.

(ii) Teachers’ attitude towards democrat classroom procedure correlated significantly (at 0.05 level) with I/D and i/d ratios.

(iii) The coefficient of correlation with I/D ratio was .15 and with i/d ratio .17

(iv) Sociable trait was significantly (at 0.05 level) related to student initiation. The correlation between the two variables was .15

(v) Reflective trait and attitude toward democratic classroom procedure were found to be the best
predictors of I/D ratio, which was predicted to the extent of four percent.

(vi) Direct and indirect teachers did not differ significantly from each other on the seven personalities implying that personality does not affect teacher behavior.

Peterson (1972) studied “Teacher Attitudes Toward Professionalism, Job Satisfaction and Collective Negotiations: A Cross Cultural-Study”. This study explores the interrelationships between the attitudinal variables of job satisfaction, professionalism, and collective negotiations within a cross-cultural context. Questionnaires were developed and sent to over 2,000 public school teachers and principals (primarily secondary school level) in the State of Washington and Sweden. Usable responses were received from 1,054 teachers and principals. The Porter and Lawler subtractive method of ascertaining attitudes was employed which allowed for analyzing need deficiency scores. Six major hypotheses were tested by means of correlation analysis and analysis of variance. The significant findings were:

1) a positive relationship between attitudes of Washington teachers and most demographic characteristics (age, sex, and amount of teaching experience particularly strong); 2) highly positive relationships between level of satisfaction with a global variable and specific responses to the other two variables (for all
combinations of Job Satisfaction, professionalism, and collective negotiations); 3) significant differences between the Swedish and Washington secondary school teachers on need deficiency scores for approximately three-fourths of the questions; 4) significant differences between perception of teacher attitudes held by principals and the attitudes of secondary teachers themselves; and 5) compatibility between collective negotiations and both professionalism and Job Satisfaction.

**Zaugra (1974)** studied “The Relationship Of Interest Personality Traits And Value Between Student Teachers And Experienced Teachers”. The study showed that all those who were seeking teachers certification and all certified teachers served as subject for the investigation. The instruments used for the study included the vocational interest blank sixteen personality factor questionnaire work values inventory and demographic questionnaire. The ‘t’ test was employed for statistical analysis. The results implied that both groups of subjects were generally interested in helping occupational roles. Both student teacher and experienced teachers had similar profile patterns and value patterns.
Gupta (1977) studied “Personality Characteristics, Adjustment Level, Academic Achievement and Professional Attitude of Successful Teacher”. Objectives of the study were:

i) To locate successful and less successful teachers;

ii) to find out the personality traits (Cattell’s Factors) of successful teachers and differentiating them from less successful teachers

iii) to compare the academic achievement of successful and less successful teachers;

iv) to compare the attitude of successful and less successful teachers towards teaching; and

v) to find out the home, health, social, emotional, professional and total adjustment differences between the successful and less successful teachers.

A group of 400 teachers (200 male and 200 female) working in high – higher secondary schools was selected from sixty-seven schools of four districts in Punjab. The data were collected with the help of following tools:

(i) The Sixteen Personality Factor Inventory (16 PF)

(ii) The Bell’s Adjustment Inventory

(iii) The Minnesota Teaching Attitude scale (1951) and

(iv) A tool measure teaching success anchored by the investigator. Percentage of the marks obtained by the
subjects in the first-degree examinations provided the academic achievement scores. The obtained data were statistically analyzed.

It was found that success in teaching was significantly related to (i) personality factors A, B, C, E, F, G, H, I, L, N, O, Q_3 and Q_4; (ii) adjustment in various fields of life like home, health, social, emotional and total adjustment; and (iii) professional attitude but it had not significant relationship with academic achievement. It was also found that here were differences in personality characteristics, adjustment and attitude towards teaching of successful and less successful teachers. The personality characteristics adjustment home, health, social, emotional, professional and total adjustment, attitude towards teaching and sex were concluded that the factors as a group were better indicators of teaching success than individual factors.

**Shashikala and Thirtha (1977)** studied “Personality Needs and Teacher Behavior”. Objectives of the study were:

(i) The main aim of the study was to explore the relationship between the personality’s needs of teacher and their verbal behavior in the classroom.
(ii) The sample consists of 130 teachers from sixty-seven randomly selected higher primary schools of Bangalore.

The teachers taught social studies to students of class IX the tools used in the investigation were the Edwards personal preference schedule to measure the needs of teacher’s preference schedule to measure the needs of teachers and Flanders Interaction Analysis Category System to observe the classroom verbal behavior each teacher was observe twice for about forty minutes product moment coefficient of correlation and F-test were the statistical techniques used for data analysis.

Findings of the study were:

(1) The i/d ratio was related and positively to autonomy implying that the teachers scoring high autonomy manifested indirect behavior to a greater extent.

(2) The teachers were not supportive to student in the classroom.

(3) The teachers who responded positively to students’ talk and greater need for achievement and exhibition and less need for heterosexuality.

(4) The teacher responses to pupils talk were positively related to exhibition.
Porwal (1980) studied “Personality Correlates of Job Satisfied Higher Secondary School Teachers”. The objectives of the study were,

1. To identify the personality traits of satisfied and dissatisfied teachers and

2. To examine the impact of variables like age, sex, marital status, length of service, scale of pay, location of the working place, type of management and extent of employment of their job satisfaction.

Stratified random technique was used for the study and 100 satisfied and 100 dissatisfied teachers were used for the study. Job Satisfaction Questionnaire (Kumar and Muttra) and Sixteen Personality Factor Questionnaire (in Hindi) by Kapoor were used.

The findings of the study were:

i. The satisfied and dissatisfied teachers were similar on factor, B,F,G,I,N,Q1 and Q3 of 16 PF.

ii. Age appeared to extent an adverse impact of job satisfaction

iii. The female unmarried teachers were more satisfied than the married teachers of both sexes.

iv. A negative relationship existed between the length of service and the level of job satisfaction.

v. Job satisfaction did not vary with different scales of pay.
vi. Well employed and underemployed teachers did not differ on job satisfaction.

vii. The teachers of Government schools were more satisfied than those in privately managed school.

**Suthar (1981)** investigated “A Study of Classroom Behavior of Teacher Trainees in the Context of Some Personality Variables”. Objectives of the study were,

(i) To study the classroom behavior of teacher trainees in the context of twelve personalities through Flanders Interaction Analysis Category system.

(ii) To evaluate the significance of differences in the classroom behavior of teacher trainees in the context of personality variable.

(iii) To find out as to what extent relationship of classroom behavior of teacher – trainees extend among the different group of teacher trainees.

Findings of the study were:

1. There was no significant difference in the classroom behavior of emotional and tough teacher – trainees except in the case of I/D, which was found to be significant at 0.05 levels in favour of emotional teacher trainees.
(2) The classroom behavior of emotional and conservative teacher trainees did not differ significantly.

(3) There was no significant difference in the classroom behavior of submissive and tough teacher trainees except in the case of teacher.

**Kumari (1981)** studied “Personality Needs, Moral Judgment, and Value Patterns of Secondary School Teachers-A Critical Analysis”. The objectives of this investigation were (i) to make a comparative study of the scores of male and female teachers in the inventory on values, personality needs and moral judgment, (ii) to make a comparative study of the scores of teachers, belonging to different localities, young (20 years) and old (45 years and above) in the inventories mentioned and (iii) to determine the degree of relationship between the scores of male and female secondary school teachers in personality needs, value and moral judgment inventories. The sample was selected through random sampling procedure. The findings of the study were (i) male and female teachers expressed high preference for the theoretical value and affiliation need, (ii) male teachers scored better points in the aesthetic, political and social values than female teachers (iii) urban female teachers preferred
economic and social values, rural female teachers were aesthetic, theoretical and religious.

Jain (1982) studied “Classroom Behaviour Pattern of Teachers in Relation to Their Attitude towards Profession, Morale and Values”. The objectives of this study were to find out the relationships between (1) the teacher’s values and the classroom behaviour patterns of teachers, (ii) the teachers’ morale and the teachers’ values, and (iii) the teachers’ values and the teachers’ attitude towards profession, and to predict the classroom behaviour patterns through the teachers’ attitude towards their profession, the teachers’ morale and the teachers’ values taken in combination. The sample of the study consisted of 100 trained graduate teachers (50 male and 50 female, maths teachers) of higher secondary school of Delhi. Data regarding teachers’ values were obtained by the Hindi adaptation Vernon study of values by Ohja (1971). The findings of the study were: (i) There was significant positive relationship between the social value and the proportion of indirect behaviour to direct behaviour including content emphasis (ii) Theoretical and aesthetic values were not significantly related to the affective behaviour of teachers (iii) Pupil interacted less in the classes of teachers having political and religious values (iv) There was
significant positive relationship between the age of teacher and religious value (v) Married, unmarried and deserted teachers differed with respect to theoretical value (vi) Satisfaction with teaching was positively related to the theoretical and political values(vii) There was significant negative relationship between curriculum issues and the political value, (viii) The theoretical value was significantly negatively related with teachers’ attitude towards pupils and teachers. (ix) Teacher with a high aesthetic value did not have a favourable attitude towards teaching profession and teachers, (x) Teachers with high religious value had favourable attitudes towards teaching profession, educational process and pupils and teachers.

**Malik (1984)** made a comparative study of “Personality Factors and Teaching Environment of Successful and Unsuccessful Science Teachers in Selected Schools of Rajasthan”. The major objectives of the study were:

(i) Identify successful and unsuccessful science teachers on the basis of criteria evolved by the investigator.

(ii) To compare the learning environment of successful and unsuccessful science teachers as perceived by them and their students.
(iii) To compare the personality factors of successful and unsuccessful science teachers.

(iv) To find out interrelationship between personality factors of science teachers, their success in teaching and the learning environment as perceived by the science teacher themselves and their students, and to find out the factor pattern associated with science teaching.

The study was confined to 72 higher primary schools located in seven major cities of Rajasthan. Initially 205 science teachers with a minimum experience of three years were selected. The student sample consisted of 3450 science students. In order to measure success of science teachers, the investigator constructed a science teaching success rating scale. Besides this tool, a bio-data form and a Hindi Version of Learning environmental inventory were adopted.

The major findings were:

(1) Some personality factors were significantly related with teaching success which as positively correlated with intelligence, emotional stability, tender mindedness, suspiciousness, self-sufficiency, placidity and relaxedness;

(2) Successful science teachers had clarity of goals and their students;
(3) Teaching success was positively correlated with dimension of formality, goal direction, satisfaction, democracy, diversity and clinquants;

(4) Teaching success was negatively correlated with dimensions of friction, difficulty, apathy and disorganization;

(5) The classroom atmosphere of unsuccessful science teachers was full of tension quarrelling among students confusion in class activities, lack of affinity with class work and there was favoritism;

(6) Personality, learning environment concomitants of teaching success (physical environment, democracy, goal direction, satisfaction, formality, age and experience were some of the factor patterns associated with science teaching.

**Bush (1985)** studied “Relation Among Teacher Personality, Pupil Control Attitudes and Pupil Control”.

This research examined the relationships among three variables – teacher personality, teacher pupil control attitudes, and teacher pupil control behavior to determine whether teacher personality or pupil control attitudes were the better predictor of pupil control behavior. Subjects were 102 high school teachers.
The major findings of the study were that relations among all three variables were significant. The relation between teacher personality and attitude toward pupil control was moderately high and positive (60). Relation between personality and pupil control behavior and between attitudes and pupil control behavior were positive and moderate (.31 and .24 respectively). Although the relationships of both personality and control attitudes to control behavior were close, attitude provides to be a slightly stronger predictor for the respondents in this study. The observations generally confirmed the validity of the behavior instruments. The methods used in this study can provide a fairly uncomplicated, cost-effective a venue to the important area of discipline improvements through more informed teacher selection and placement and improved teacher training programs for both pre-service and in-service teachers.

Raina (1990) studied “Personality Characteristics of Higher Primary Student Teachers: Does Specialization Make Difference?” Objectives of the study were:

(i) To study the pertinent personality factors of higher primary student teacher and
To ascertain whether there is any significant personality factor of student teachers belonging to different teaching fields.

Findings of the study were:

(i) Student teachers by and large differed considerably on the 16 PF test.

(ii) Factor patter for the science student teachers suggested a picture of marked creativity.

(iii) The art student teachers were found to be going along with current.

(iv) The enjoyed social recognition.

(v) The science student teachers were affected by feelings were humble suspicious adventure responsive genial and carefree.

Chhaganlal (1992) made “A Study of the Value, Adjustment, Attitude Towards the Teaching Profession and Academic Achievement of Teachers, children as compared to Non-Teaching Children”. This study compares the teachers’, children and non-teachers children in four selected variables. Objectives: (i) To study the value, adjustment, and attitude towards the teaching profession and academic achievement of teachers’ children as compared to non-teaching children. (ii) To compare primary
teachers children secondary teachers children and college teachers children on the basis of the dependent variables. (iii) To construct a value scale in Gujarati language for the students of Grades VIII to X and (iv) To construct a Likert type attitude scale in Gujarati language for the students of VIII to X to study the attitude towards the teaching profession.

Methodology: Stratified, purposive sampling technique was followed in the study. In the sampling process first of all three districts of Saurashtra region were selected. Then four taluka selected randomly from the three districts. It was decided to select high schools situated at districts and talukas. Only those schools were selected from which it was possible to get greater number of children of teachers teaching at different levels. Thus twenty-four schools were selected. From these schools 591 teachers children (266 boys and 325 girls) were selected. Correspondingly same numbers of non-teachers children were taken from the same school, same grade and of the same sex. The tools used for measuring the dependent variables included value scale constructed by the researcher, Adjustment Inventory of Desai, Attitude Scale constructed by the researcher, and result sheets of annual examination of schools for obtaining the measures of academic achievement. The collected data were treated with mean, SD and ‘t’ tests.
Major Findings: (1) Non-teachers children were significantly better than teacher’s children in social value. Whereas teachers children and non-teachers children were found equal in power value, religious value, aesthetic value, theoretical value and economic value. (2) Primary teacher’s children were at a higher level than college teachers’ children in power value and religious value, whereas colleges teachers children were at a higher level than the primary teacher’s children in theoretical and social values. (3) Teachers children were better adjusted than non-teachers children. (4) Primary, secondary and college teacher’s children did not differ significantly in adjustment. (5) Teachers children and non-teachers children did not differ significantly in their attitude towards teaching profession. (6) Primary teachers children, secondary teachers children and college teachers children did not differ significantly in their attitude towards the teaching profession. (7), Non teachers children were at a higher level than teachers’ children in academic achievement.

Beckman (1993) studied “The Personality Characteristics of Effective Teachers.”

The purpose of this study was to compare personality characteristics, as measured by the Gregore Mind Style Delineator and Myers-Brigs Type Indicator, of those teachers
identified as exhibiting effective teaching performance as measured by the Pre-teacher Assessment Model of Indiana University of Pennsylvania, a principal’s Rating Form, a participant’s Rating Form, and a Students Rating Form. The data were collected on fifteen adult volunteers. Each received a total teacher effectiveness score. For the purposes of this study, effective teaching was defined in terms of planning and organizing, sensitivity, initiative, analysis of variance with post-how affected by the participant years of experience, their level of education, and the participants school districts socio-economic status.

In addition to these demographic factors, analysis of variance and regression analysis revealed that the randomness variables within the ordering dimension of the Gregore Mind Style Delineator made a significant impact on the teaching dimensions of sensitivity initiative, innovativeness and total teacher effectiveness. Portfolio documentation enhanced the qualitative analysis to interpret and explain the quantitative results. It was concluded that the Gregore Mind Style Delineator ordering variable of randomness significantly impacted effective teaching.
More (1998) examined “The Relationship Between Teaching Effectiveness, Teaching Aptitude and Personality Traits”. On the basis of research findings it was revealed that only 6 factors out of 16 factors of personality (Cattell) were found to be positively correlated with teaching effectiveness, of which intelligence was the most important. Teaching effectiveness and teaching ability have positive correlation and the total personality of the teacher is found to be including effective teaching and ineffective teaching. The study attempted to be an improvement in the criteria for admission to the teacher preparation or programme (B.Ed. training for secondary teachers).

Fisher (1998) studied “Relationships between Teacher-Student Interpersonal Behaviour and Teacher Personality” Past learning environment studies have shown the importance of teacher-student interpersonal behaviour in determining student learning outcomes. This study provides a distinctive contribution to learning environment research in that it investigated the relationship between student and teacher perceptions of teacher-student interpersonal behaviour using the Questionnaire on Teacher Interaction (QTI) and teacher personality using the Myers-Briggs Type Indicator (MBTI). A sample of 108 teachers from eight secondary colleges (Grades 11 and 12) in Tasmania,
Australia completed the MBTI and QTI and the students in one of the classes of each teacher completed the QTI. A greater positive association was found between teacher personality and self-perception of student-teacher interpersonal behaviour than between teacher personality and their students’ perceptions. Teacher personality appeared to be consistently associated with teacher self-perception of being friendly, helpful, giving freedom, responsibility and opportunity for independent work in class, uncertainty, maintaining a low profile and being passive.

Students' perceptions of their teacher's interpersonal behaviour were related to the personality of the teacher in regard to how much freedom and responsibility students thought they were allowed. The relative proportions of the 16 personality types of the MBTI in the sample were determined and the college teachers were heavily represented by TJ (Thinking-Judging) types of personality (47.5 percent)

Kapp (2000) studied “Emotional Intelligence (EQ) and Success in Post-Graduate Studies: A Pilot Study”. Emotional Intelligence profiles completed by post-graduate students provided some indication that high responses at the "optimal" and "proficient" levels of most of the scales seem to differentiate between successful and unsuccessful students.
Nada (2000) studied “The Relationship between Emotional Intelligence and Academic Achievement in Eleventh Graders”. At the beginning of a new century, and intelligence and success are not viewed the same way they were before. New theories of intelligence have been introduced and are gradually replacing the traditional theory. The whole child/student has become the center of concern, not only his reasoning capacities, but also his creativity, emotions, and interpersonal skills. The Multiple Intelligences theory has been introduced by Howard Gardner (1983), and the Emotional Intelligence theory has been introduced by Mayer and Salovey (1990) then Goleman (1995). IQ alone is no more the only measure for success; emotional intelligence, social intelligence, and luck also play a big role in a person's success (Goleman, 1995). The purpose of this study is to see whether there is a relationship between emotional intelligence and academic success. Do high achievers in XI grade have a high emotional intelligence level or isn’t there any relationship between their achievement and their emotional intelligence? So, the population of this study are the XI graders in Montgomery, Alabama. The sample are 500 XI graders-- boys and girls-- from public and private schools in Montgomery, Alabama. The sampling are stratified, making sure that schools, genders, races, socioeconomic statuses, and abilities are
appropriately represented. The sample are given the BarOn Emotional Quotient Inventory (EQ-i) which is the first scientifically developed and validated measure of emotional intelligence. The BarOn EQ-i consists of 133 items and takes approximately 30 minutes to complete. Calculate the mean of all the grades each of the 500 students has had for the last semester (this study being done in the second semester of school), separating the high from the middle and the low achievers. Afterwards while comparing these grades with the Emotional Intelligence level of each student, to see whether there is a relationship between emotional intelligence and academic achievement or not, in order to be able to accept or reject the hypothesis.

Panda (2001) hypothesized the “Attitude Towards Teaching Profession and Personality of College Teacher of Assam and Orissa”. The hypothesis were:

1. There is no significant different in the attitude towards teaching profession of college teachers of Assam and Orissa and their various categories based on sex, experience, location and status.

2. There is no significant relationship between the attitude towards teaching profession and Personality of college
teachers of Assam and Orissa and their various categories based on sex, experience, location and status.

The descriptive survey method was followed.

Through stratified random sampling technique 400 teachers were selected as sample. Attitude towards Teaching scale and Personality scale were used in this study.

The findings were as follows:

1. A majority of college teachers of Assam and Orissa have highly favourable or favourable attitude towards teaching profession.

2. A significant percentage of college teachers of Assam and Orissa have a high or moderate degree of job satisfaction

3. College teachers of Assam and Orissa did not differ significantly in their attitude towards teaching profession irrespective of their sex, experience, location and status.

4. College teachers of Assam and Orissa in general and their various categories did not differ significantly in their degree of Personality except in case of experienced teachers.

5. There was a significant and positive relationship between attitude towards teaching profession and Personality of college teachers of Assam and Orissa.
Saharan and Shetti (2001) undertook “A Study of Mental Ability of Secondary School Teachers in Relation to Their General Awareness, Attitude and Teaching Aptitude”. The study pertains to investigating A Study of Mental Ability of Secondary School Teachers in Relation to Their General Awareness, Attitude and Teaching Aptitude. The authors in this study find out the relationship of mental ability, general awareness, teaching attitude and teaching aptitude. The data was collected through Teacher's general awareness scale, Teacher's mental ability scale, Teacher's teaching aptitude scale and Teacher's attitude scale. These tools were administered on 600 secondary and senior secondary school teachers from 55 schools of Hanumangarh and Sri Ganganager districts of Rajasthan. The sample is from Government and non-Government schools of urban and rural areas. It was noted that (i) There is no significant difference in mental ability on the basis of sex, type of institution area and age. (ii) There is no significant difference in the general awareness on the basis of sex, area and age but non-government teachers have more general awareness than government teachers. (iii) The teaching attitude and aptitude varies according to sex and age but types of institution and area have no effect on it. Male teachers have high teaching attitude but low aptitude than females. The teachers above 40 years have
higher teaching aptitude and attitude than teachers below 40 years. (iv) There is a positive and significant correlation between variables mental ability and general awareness and mental ability and teaching aptitude irrespective of age, sex and type of institution. (v) There is no significant correlation between teaching attitude and mental ability with reference to sex but there is positive and significant correlation with respect to age and type of institution.

**Pushpam (2003)** studied “Attitude Towards Teaching Profession and Job Satisfaction of Women Teachers”. Objectives of the study were:

1. To find out the attitude of women teachers towards teaching profession;
2. To find out the level of job satisfaction of women teachers;
3. To find out the relationship of attitude of women teachers towards teaching profession with secondary variables like age, experience, class handled, type of school, type of management, nature of schools, nature of job, marital status, location of school, educational qualification, subject of specialization, community, job of spouse, family income, size of the family and pay;
4. To find out the association between job satisfaction of women teachers and the secondary variables; and
5. To find out the association between the attitude of women teachers towards teaching profession and their job satisfaction.

Methodology: To measure the attitude of women teachers, attitude towards teaching profession scale constructed and standardized by Katti and Bennur was used to measure job satisfaction of women teachers. Job satisfaction scale constructed by the investigator was used. Since women teachers work in different type of schools, stratified random sampling method was used. From the different types of schools, depending upon the strength of women teachers working in these schools, 725 samples were taken for the study. The data for the study were collected from 725 teachers by administering two tools mentioned above.

Findings of the study were:
1. Age, experience, general qualification, professional qualification, subject of specialization, community, job of spouse, total family income and number of children of women teachers did not significantly influence the attitude of women teachers towards teaching profession.
2. Class handled, type of school, type of management, nature of school and pay of women teachers significantly influenced the attitude of women teachers towards teaching profession.

3. Women teachers working in aided schools and private unaided schools have better attitude towards teaching profession than teachers working in other types of management.

4. Teachers handling primary classes have better attitude towards the profession than teachers handling other classes.

5. Women teachers working in matric schools and Anglo-Indian schools have more favourable attitude towards teaching profession than the women teachers working in other schools.

6. The attitude of women teachers working in co-educational schools is better than those working in other schools.

7. Teachers getting less salary have better attitude towards the profession than teachers getting more salary.

8. Location of school, nature of job, extra qualification, marital status and family size of women teachers did not significantly influence the attitude of women teachers towards the profession.
9. Temporarily employed women teachers have better attitude towards teaching profession than permanently employed teachers.

10. Age, expertise, community, job of spouse and number of children of women teachers are independent of the job satisfaction of women teachers.

11. Women teachers handling V, VII, VIII and X classes have higher level of job satisfaction than those handling other classes.

12. Teachers working in Anglo – Indian school have higher level of job satisfaction than women teachers working in other schools.

13. Teachers working in Aided schools, Private schools and Panchayat schools have higher level of job satisfaction than teachers working in Government and Corporation schools.

14. Undergraduate teachers have higher level of job satisfaction than Graduate and Post-Graduate teachers.

15. The job satisfaction of women teachers with secondary grade teachers training is higher than those with B. Ed and M.Ed. degrees.

16. A significant positive correlation was found between the attitude of women teachers towards teaching profession and the job satisfaction of women teachers. Thus, teachers having
better attitude towards teaching profession have higher level of job satisfaction. The study cites seven references.

**Zeidner et. al. (2003)** studied “Development of Emotional Intelligence: Towards a Multi-Level Investment Model”. This study examines the development of emotional intelligence (EI) in childhood. It is proposed that ambiguities in conceptualizing EI may be resolved by distinguishing multiple levels of emotion-regulation processes. Temperament, rule-based skill acquisition, and self-aware emotion regulation are differentiated as potential sources of individual differences. Temperament is shaped by genes, interacting with environmental influences such as patterns of infant-caregiver interaction. Early, language-dependent skill learning is governed by reinforcement and modeling processes. Subsequent, insightful learning is influenced by emotional discourse with parents and others, and cultural factors. Cognitive abilities may also influence individual differences in emotional function. At the same time, the biological and socio-cultural factors that influence EI interact in complex and interrelated ways. We conclude this study by proposing a tentative 'investment model' for emotional competencies in children that accommodates the multifaceted nature of EI. Lower-level competencies may provide a platform
for developing more sophisticated emotion-regulation skills, with competencies becoming increasingly differentiated over time.

Shukla (2004) studied “Emotional Intelligence of Teacher Educators In Relation To Their Attitude Towards Teaching”. The objectives of the study were:

1. To compare the Emotional intelligence of teacher educators with their attitude towards teaching;
2. To compare the Emotional intelligence of male teacher educators with their attitude towards teaching;
2. To compare the Emotional intelligence of female teacher educators with their attitude towards teaching.

Hypotheses of the study were:

1. There is positive and significant relationship between Emotional intelligence and attitude towards teaching among teacher educators;
2. There is positive and signification relationship between Emotional intelligence and attitude towards teaching among male teacher educators;
3. There is positive and significant relationship between Emotional intelligence and attitude towards teaching among female teacher educators.
The study was descriptive survey type. The sample comprised of 250 teacher educators with 100 male and 150 female teachers educators from 20 Colleges of Education affiliated to Punjab University, Chandigarh, Guru Nanak Dev University, Amritsar and Punjabi University, Patiala. The study found that the Product moment correlations were worked out between Emotional intelligence and attitude towards teaching. The value of correlation between Emotional intelligence and attitude towards teaching was 0.0456, which was not significant. This leads to the partial confirmation of hypotheses. Hence, Emotional intelligence of teacher educators thus is positively but not significantly related to attitude towards teaching. The value of correlation between Emotional intelligence and attitude towards teaching was 0.123, which was positive but not significant. Thus, the hypothesis was partially accepted. Hence, Emotional intelligence of male teacher educators is positively but not significantly related to attitude towards teaching. The value of correlation between Emotional intelligence and attitude towards teaching was 0.0034, which was positive but not significant, which leads to the partial confirmation of hypothesis. Thus, relation between Emotional intelligence and attitude towards teaching of female teacher educators is positive but not significant.
**Banshibihari (2004)** studied “Emotional Intelligence of Secondary Teachers”. The present study examines the level of emotional intelligence of secondary relations in relation to gender and age. 500 secondary school teachers aging from 24-56 years of age, were selected from different secondary schools, north urban and rural from Dhule district, Maharastra. Out of this, 350 were male and 150 were females. The tool used for the study was a structured questionnaire called Emotional Intelligence test developed by N.K. Chandra and Singh. The results indicate that nearly 98.4% of the teachers fall under ‘low’ category of emotional intelligence. There is no significant different between the emotional intelligence of males and females, and age is independent of EQ.

**Drago (2004)** studied “The Relationship Between Emotional Intelligence and Academic Achievement in Nontraditional College Students”. This correlational study examined the relationship between emotional intelligence and academic achievement in nontraditional college students. Because students differ in cognitive ability, with some students being better prepared for the collegiate environment than others, the role of emotional intelligence in academic achievement must be better understood. Noncognitive factors such as emotional intelligence may
supplement or enhance student cognitive ability. In this study, emotional intelligence, achievement motivation, anxiety, and cognitive ability were predictor variables. The criterion variable was academic achievement as measured by student GPA. Data were collected using the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), the State-Trait Anxiety Inventory (STAI), the Achievement Motivation Profile (AMP), the Wonderlic Personnel Test (WPT), and the Student Demographic Survey (SDS). Bivariate and multivariate correlation and regression analyses were used to test the study’s statistical hypotheses. Results demonstrated that emotional intelligence is significantly related to student GPA scores, student cognitive ability scores, and student age. Additionally, student anxiety was related to certain emotional intelligence abilities. No significant relationship, however, was found between emotional intelligence and achievement motivation. Overall, the results suggest that academic achievement is related to students’ ability to recognize, use, and manage their emotions. This suggests the need to incorporate emotional intelligence curriculum into college degree programs to help students increase their emotional intelligence.
Singh (2004) studied “Job Satisfaction of Teacher Educators In Relation To Their Attitude Towards Teaching”. The objectives of the study were:

1. To compare the job satisfaction of teacher educators with their attitude towards teaching;
2. To compare the job satisfaction of male teacher educators with their attitude towards teaching;
3. To compare the job satisfaction of female teacher educators with their attitude towards teaching.

Hypotheses of the study were:

1. There is positive and significant relationship between Job Satisfaction and attitude towards teaching among teacher educators;
2. There is positive and significant relationship between Job Satisfaction and attitude towards teaching among male teacher educators;
3. There is positive and significant relationship between Job Satisfaction and attitude towards teaching among female teacher educators.

The study was descriptive survey type. The sample comprised of 250 teacher educators with 100 male and 150 female teachers educators from 20 Colleges of Education affiliated to Punjab University, Chandigarh, Guru Nanak Dev
University, Amritsar and Punjabi University, Patiala. The study found that the Product moment correlations were worked out between job satisfaction and attitude towards teaching. The value of correlation between job satisfaction and attitude towards teaching was 0.0456, which was not significant. This leads to the partial confirmation of hypotheses. Hence, job satisfaction of teacher educators thus is positively but not significantly related to attitude towards teaching. The value of correlation between job satisfaction and attitude towards teaching was 0.123, which was positive but not significant. Hence, job satisfaction of male teacher educators is positively but not significantly related to attitude towards teaching. The value of correlation between job satisfaction and attitude towards teaching was 0.0034, which was positive but not significant, thus, relation between job satisfaction and attitude towards teaching of female teacher educators is positive but not significant.

Tyagi (2004) studied “Emotional Intelligence of Secondary Teachers in relation to Gender and Age”. The objective of the study was to compare the level of EQ of male and female secondary teachers. The sample consisted of 500 secondary teachers (350 male and 150 female) belonging to secondary
school (urban and rural) From Dhule district Maharashtra. The tool used for the study was emotional intelligence test developed by Chadha and Singh. The data were analyzed with the help of mean S.D and ‘t’ test. The findings indicate that level of emotional intelligence is low and of gender and age.

Ghali (2005) studied “Teacher Effectiveness and Job Satisfaction of Women Teachers”. This study was carried out with the main objective of studying the relationship between teacher effectiveness and job satisfaction. Besides these the effect of locality, management and subject of teaching on teacher effectiveness and job satisfaction were also studied. The subjects were 120 women teachers working in high schools of Chittoor district of Andhra Pradesh selected by following random sampling techniques. The data were collected by using three tools namely teacher effectiveness scale, job satisfaction scale and Biodata sheet. The findings showed low and positive correlation between teacher effectiveness and job satisfaction. Only the management of the school has significant impact both on teacher effectiveness and job satisfaction. The other variables included in the study namely, locality and subject of teaching
had no significant impact on both teacher effectiveness and job satisfaction.

**Kaufhold (2005)** studied “The Analysis Of The Emotional Intelligence Skills And Potential Problem Areas Of Elementary Educators”. The purpose of the study was to examine emotional intelligence skills and potential problem areas of elementary educators. The study provided elementary educators with a self-assessment of emotional intelligence skills to utilize in the workplace and beyond. An improved understanding of personal skills and weaknesses may lessen educator's risk of psychological burnout. In addition, increased awareness of children's emotional intelligence skills offers educators an alternative means of student assessment. The study's research population consisted of a cluster sample of elementary educators. Each educator varied in regard to length of time in profession and level of education. Many variables were increasing the likelihood of psychological burnout for these educators. The significant findings of this study reveal that elementary educators do not perceive any personal, "enhanced" emotional intelligence skills. The comparison between in master level and bachelor's level educator's perceptions of personal emotional intelligence skills were similar. Master's level teacher
viewed themselves as having higher self-esteem, stress management, and anger management skills, while bachelor's level teachers perceived themselves as having more enhanced assertion skills.

**Zhong, et. al. (2006)** studied “Mental Ability and Psychological Teaching Performance in Chinese Teachers”. This study was to explore the relationship among mental ability, occupational stress, and psychological teaching performance in Chinese teachers, and to identify relevant modifiers of mental ability and psychological work performance. Psychological Stress Intensity (PSI), psychological work performance, and mental ability (Mental Function Index, MFI) were determined among 485 Chinese workers (aged 33 to 62 yr, 65% of men) with varied teaching occupations. Occupational Stress Questionnaire (OSQ) and mental ability with 3 tests (including immediate memory, digit span, and cipher decoding) were used. The relationship between mental ability and psychological work performance was analyzed with multiple linear regression approach. PSI, MFI, or psychological work performance were significantly different among different work types and educational level groups ($p<0.01$). Multiple linear regression analysis showed that MFI was significantly related to gender, age, educational level, and
teaching type. Higher MFI and lower PSI predicted a better psychological work performance, even after adjusted for gender, age, educational level, and teaching type. The study suggests that occupational stress and low mental ability are important predictors for poor psychological teaching performance, which is modified by both gender and educational level.

Chan (2006) studied “Emotional intelligence and Components of Burnout Among Chinese Secondary School Teachers in Hong Kong”. The relationships among four components of emotional intelligence (emotional appraisal, positive regulation, empathic sensitivity, and positive utilization) and three components of teacher burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment) were investigated in a sample of 167 Chinese secondary school teachers in Hong Kong. One hypothesized and five competing models were constructed and tested using structural equation modeling procedures. The hypothesized model provided an adequate and moderately good fit, suggesting that emotional exhaustion, influenced by emotional appraisal and positive regulation, was causally prior to depersonalization and personal accomplishment, but personal accomplishment could develop relatively independently from the burnout.
components through the influence of positive utilization of emotions. Implications of the findings shows the articulation of components of emotional intelligence and burnout for preventive intervention efforts to combat burnout.

**Gupta and Kaur (2006)** investigated on “Study the Emotional Intelligence of Prospective Teachers”. The primary aim of the present investigation was to study the emotional intelligence of prospective teachers. Further, the study compared different groups on emotional intelligence. The purpose of the present study is: (i) To study emotional intelligence among B.Ed. students, (ii) To compare postgraduate and graduate B.Ed students on emotional intelligence, (iii) To compare male and female B.Ed students on emotional intelligence, (iv) to compare Science and Arts stream B.Ed students on emotional intelligence, (v) To compare hostler and non-hostler B.Ed students of emotional intelligence, (vi) To compare B.Ed students of working and non-working mothers on emotional intelligence, and (vii) To study interrelationship between emotional intelligence and its various dimensions. The sample of the present investigation comprised 200 B.Ed students of Guru Nanak Dev University, Amritsar. Emotional intelligence is measures through an adaptation of Personal Profile Survey.
The test has six measured of emotional intelligence namely, self-awareness, self-regulation, internality, motivation, empathy and social skills. Major Findings of the study were that The mean emotional intelligence score for the male B.Ed students is 94.03 with SD 9.43, while for the female B.Ed students it is 94.8 with an SD 10.10 it implies that 9% of male B.Ed students and 22% of female B.Ed students have a high level of emotional intelligence and 6% male B.Ed students and 12% female B.Ed students have a low level of emotional intelligence. Male and female B.Ed students emerged significant on self-management with female B.Ed students scoring higher than male B.Ed students. Stream-wise comparison shows the significant difference on social skills with Arts B.Ed students scoring more than Science B.Ed students. The significant t-ratio between B.Ed students of working mother and B.Ed students of non-working mother scored more on internality while B.Ed students of working mothers scored more on empathy. The extent of relationship between sex and self-management, stream and social skills, occupation status of mother and internality and empathy. Point-biserial correlation coefficient was determined by treating sex, stream, and occupational status of mother as true dichotomy. The point-biserial correlation coefficient was found to be significant for sex and self-management, stream and
social skills, occupational status of mother and internality and empathy. Emotional intelligence is significantly related with self-awareness, self-management, internality, motivation, empathy and social skills in male, female, postgraduate, graduate, Arts, Science, hostellers and B.Ed students of working mothers. Emotional intelligence was not significantly related with empathy in non-hostellers B.Ed students and B.Ed students of non-working mothers.

Todd (2006) studied “The Relationship between Emotional Intelligence and Student Teacher Performance.” The study is an important contribution to the literature in that it appears to be the first study to explore the possibility an EI assessment instrument can predict STP. The results indicate that EI, as assessed by the BarOn EQ-i, and College Supervisors’ assessments of STP are related. However, data collected from the Cooperating Teacher and Student Teacher perspectives did not reveal any statistically significant relationship for any EQ/STP variable pair studied. While total Emotional Quotient (EQ) scores and scores for the Intrapersonal, Interpersonal, and General Mood Scales had a statistically significant association with two or more individual aspects of STP, the Stress Management and Adaptability Scale scores did not have any statistically
significant relationships with total or any aspect of STP. The four participants in the study who had the most anomalous EQ/STP combinations were contacted to participate in interviews. Two individuals agreed, and these interviews revealed the complexity surrounding assessment of STP, and four themes which fall within the following analogous EQ-i Subscales: Assertiveness, Interpersonal Relationships, Social Responsibility, and Flexibility. Finally, implications for those involved in the selection and preparation of teacher candidates are described.

**Penrose (2007)** studied “Emotional Intelligence and Teacher Self Efficacy: The Contribution of Teacher Status and Length of Experience”. Practicing teachers and principals in selected Government schools in Victoria provided data on their levels of emotional intelligence and teacher efficacy beliefs. The data supported the theoretical expectation of a linkage between emotional intelligence and teacher self efficacy. Regression analyses showed that neither gender nor age moderated this relationship. However length of teaching experience and current status add significant direct effects on predicting teacher self efficacy but did not moderate the relationship between emotional intelligence and teacher self efficacy. These findings are significant as this now demonstrates a relationship between
levels of emotional intelligence in teachers, their self efficacy beliefs and teacher effectiveness.

Ozel (2007) studied “The Effect of Turkish Geography Teacher’s Personality on His Teaching Experiences”. It is aimed in this study to determine to what extent the geography teachers at high schools reflect their personality on their teaching experiences. It has been observed by researchers that teachers with different personalities affect their students in different ways. The personal characteristics of a teacher play a significant role in determining the limits of his studies and affect his teaching experiences. Those who remain indifferent to activities and undetermined in planning have a negative effect on both classroom relations and each student’s character development. Survey model was used in the study. The paper was formed through a questionnaire on 198 teachers, and showed that teachers reflected their personalities on their teaching experiences as their ages and seniority increased. The personal assets the teachers found in themselves were self-confidence, discipline, tidiness, justice and job-satisfaction.
Singaravelu (2007) studied “Emotional Intelligence Of Student Teachers (Pre-Service) At Primary Level In Puducherry Region”. Objectives of the study were:

1. To find out the level of emotional intelligence of student teachers (pre-service) at primary Level.

2. To study the differences in the level of Emotional intelligence between the groups regarding sex, locality and marital status.

The sample for the study consisted of 220 student teachers selected randomly from the Union Territory of Puducherry. Scale of emotional intelligence, developed and standardised by Balasubramanium (2003) was used that consisted of 50 objective type questions of multiple choice type. Scale of emotional intelligence was administered to the student teachers after obtaining prior permission from the principals of teacher training institutes in the Union Territory of Puducherry. The data collected were analysed with the help of suitable statistical techniques.

Emotional intelligence of student teachers in Puducherry region was above average as the mean and standard deviation were found to be 33.46 and 9.46, respectively. It was observed that 68% of the student teachers had above average level of emotional intelligence. No significant difference was observed in emotional intelligence between men and women student teachers.
as the calculated ‘t’ value 0.86 was not significant at both levels of significance. Therefore, null hypothesis formulated for this purpose was accepted. Hence, men and women student teachers have same level of emotional intelligence. Significant difference was observed in emotional intelligence between the groups regarding locality of the residence of student teachers as the calculated ‘t’ value 3.42 was found to be significant at both levels of significance. Therefore, the null hypothesis formulated for this purpose was rejected. Hence, locality of residence has a significant effect on emotional intelligence of student teachers. Significant difference was observed in emotional intelligence between the groups regarding marital status, as the calculated ‘t’ value 2.88 was found to be significant at both levels of significance. Therefore, the null hypothesis formulated for this purpose was rejected. Hence, marital status has a significant effect on emotional intelligence of student teachers. It is concluded from the findings that the emotional intelligence of student teachers (pre-service) at primary level in Puducherry is high. There is necessity to develop the emotional competencies of the student teachers, which in turn helps them to develop the same among their students. Inspirational subjects like art, literature, poetry and music help in developing an appreciation of the beautiful and sublime emotions in life. They should be
included in the teacher education curriculum. Religious beliefs and an abiding faith in God help in tolerance and stability of emotions. There should be no suppression of emotions. They should be sublimated through constructive activities. Sports, games, dramatics, and other co-curricular activities are of great value. Skill, confidence and involvement in work as well as a healthy sense of humour are basic to emotional intelligence. Therefore, work ethics and balanced work and healthy living must be stressed in the curriculum. Emotions should be concentrated or directed towards some good object or healthy idea. Such a direction and concentration can lead to development like justice, patriotism and other moral qualities. Strategic competency in teaching can be developed in teachers by means of emotional intelligence. The concept of emotional intelligence may be incorporated in the teacher education curriculum to revitalize teacher education programme.

**Chang (2007)** studied “Effective Strategies For Teaching Emotional Intelligence In Higher Education”. The purpose of this study is to promote emotional and social learning in higher education by describing the design of the intervention used in the study mentioned above. Strategies for supporting student growth throughout the semester will also be explained in detail.
Recognizing the importance of self-directed change for young adults, proven self-modification techniques (Watson and Tharp, 2006) were taught to help students design and implement their own plans for change. The intervention used a two-level approach to EI. The first level is a set of basic EI abilities (Mayer et. al. 2000) that every student should possess in order to function emotionally and socially. The second level is a collection of competencies that have been identified by researchers as possible outcomes of emotional intelligence (Bar-On, 2000; Cherniss, 2000a; Matthews, Zeidner, and Roberts, 2002). Whether students value, implement, or feasibly change the competencies in this second level depends on the students’ context, so they were encouraged to work on a competency that best fits their own situation. Students were taught self-regulation strategies to use for their own plans to improve an emotional competence of their choice.

**Hiebert (2007)** studied “Preparing Teachers to Learn from Teaching”. The study proposes a framework for teacher preparation programs that aims to help prospective teachers learn how to teach from studying teaching. The framework is motivated by their interest in defining a set of competencies that provide a deliberate, systematic path to becoming an effective
teacher over time. The framework is composed of four skills, rooted in the daily activity of teaching, that when deployed deliberately and systematically, constitute a process of creating and testing hypotheses about cause-effect relationships between teaching and learning during classroom lessons. In spite of the challenges of acquiring these skills, the authors argue that the framework outlines a more realistic and more promising set of beginning teacher competencies than those of traditional programs designed to produce graduates with expert teaching strategies.

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

Chan (2008) studied on “Emotional Intelligence, Self-efficacy, and Coping Among Chinese Prospective and In-service Teachers in Hong Kong”. Emotional intelligence (intrapersonal and interpersonal) and general teacher self-efficacy were assessed to represent personal resources facilitating active and passive coping in a sample of 273 Chinese prospective and in-service teachers in Hong Kong. Intrapersonal emotional intelligence and interpersonal emotional intelligence were found to predict significantly active coping strategy, but teacher self-
efficacy did not contribute independently to the prediction of active coping even though there was some evidence that teacher self-efficacy might interact with intrapersonal emotional intelligence in the prediction of active coping, especially for male teachers. The implications of the findings for preventive intervention efforts to combat teacher stress through teaching to enhance emotional intelligence is discussed.

Vishwanathan (2008) investigated on “Relating Academic Performance to Emotional Intelligence a Predictive Model”. Though there has been considerable research into the influence of emotional maturity on work performance of people, the impact of the same on academic performance has not been that extensively delved into. There have indeed been some studies, but few of them have sought to provide evidence of empirical relationship between students' 'Emotional Intelligence' (EI) and their scores in their studies. In this study, an attempt has been made to investigate the effect of EI on academic performance of students, applying a methodology which seeks to reduce, if not eliminate, objections to the traditional measures of study on that linkage. A suitably-designed instrument, administered to more than two hundred students, has disclosed that there indeed could be a significant linkage between students' emotional
disposition and their scores in exams. Overall, the results provide significant evidence in support for the role of socio-emotional factors in students' grades.

**Malekar (2008)** studied “Factors Affecting Emotional Intelligence: An Empirical Study of Secondary School Teachers in Mumbai”. Researchers and human resource management professionals across the world are actively engaged in studying Emotional Intelligence (EI) and its applications in various organizational settings to improve the institutional performance. It is found from literature that very few studies relating to the application of EI among the school students are available. This study seeks to fill that gap by making an empirical study to identify the important determinants of EI among secondary school teachers in the metro city of Mumbai, and thus provide feedback to the parents, students, and other authorities to meet the future needs of the society in a better and more effective way.

**Ramganesh (2008)** studied “Emotional Quotient (EQ) of Teacher Educators – A Survey”. The present study attempted to investigate the Emotional Quotient of Teacher Educator in Pondicherry and Karaikal regions. The objectives of the study were:
1. to find out the level of Emotional Quotient of teacher educators in the union territory of Pondhicherry

2. to find out the level of Emotional Quotient of Principals working in Training colleges and Training Institutes. A tool on Emotional Quotient by Reuven Bar-on was used for the present study.

The study showed that EQ of teachers educations was found to be average. teachers educators in training colleges and training institution have the same level of emotional quotients. There is no significant mean different in gender of teacher educators and EQ working in training colleges. There is no significant gender difference in the level of EQ among the teacher educators working in training institutions.

**Suresh (2008)** studied “Emotional Intelligence as a Correlate of Stress of Student Teacher”. In this study the investigator finds a significant negative relationship between emotional intelligence and stress for the total sample and sub-samples, and concludes that individuals having high emotional intelligence may have low stress and this directly contribute to the positive development of the individual and the society.
Malekar and Mohanty (2009) studied “Factors affecting Emotional Intelligence: An Empirical Study for Some School Students in India”. Emotional Intelligence (EI) is a subject of research, development and applications in the last few years. Most of the studies are concerned with development of models and measures that can be used in improving managerial performance. It is found from literature that a few studies are available relating to the application of EI among school students. It is attempted to identify critical determinants of EI for school students representing the diversity of India. Such a study was found to be useful in providing feedbacks about the potentials and limitations of each individual to the parents, teachers and other school authorities. An empirical analysis has been conducted to derive some meaningful conclusions for furtherance of research.

Suzzane (2009) studied “Mental Health Status of University Teachers in Xinjiang Research”. This study of 480 university teachers in Xinjiang, a questionnaire survey of university teachers of different age mental health. The results showed that Han and minority teachers, young teachers in higher mental health risks of minority teachers work and life stress were greater than Han Chinese teachers.
Binder (2009) studied “State Official – Public Official – Pedagogic Official Development of the Teaching Profession in Austria, France and Germany in the 18th Century”. What fundamental factors make up the teaching profession? This is a question that is currently at the heart of various pedagogic and also public debates. This work will look at the role, duty and ethics of the teaching profession – subjects that are widely discussed today – in terms of their historical contexts. The focus was on the 18th century, which was the period when the modern teaching profession began to develop in Europe. With this, three lines of development are reconstructed, which depict the profession as a state department, a public service and an appointee of pedagogic service; three perspectives that have shaped the profession in a dynamic way to this very day.

Barbosa (2009) studied "The Teaching Profession In Developing Societies: Lessons From Their More Advanced Colleagues." The teaching profession is a crucial actor in the functioning of school systems everywhere but the processes of professional structuring are very different in advanced, developing or transition societies. This study proposes the comparison between Brazilian (and Latin American) and French
and Portuguese teachers in basic education in order to show some of these differences and how they structure the assets and challenges teaching profession faces in each society.

Brazilian and Latin American teachers perceive the “neo-liberal” educational reforms (1990’s) as threats to their professional autonomy. These policies attempted to rationalize public school systems via institutionalization of evaluation, decentralization and improvement of parents and professionals participation. Against the odds and the teachers, this new mode of regulation managed to establish (some of) the basis for the development of teaching professionalism: parameters of work and evaluation, models of practices, levels of remuneration, standard credentials and admission barriers. From this point of view, the absence of career policies was the main failure of these reforms. In France, since the 19th century, university was restored to deal mostly with teacher training and education. In Portugal, a teaching profession, as distinct from the academic one, was already on the making in the late 18th century. Having different historical trajectories, French and Portuguese teaching professions were able to control a specific corpus of abstract knowledge and empirical savoir-faire. They are professions, contrary Latin American taxonomic or demographic groups.
Erkman (2010) studied “Teacher Acceptance, Self-Concept, and School Attitude on the Academic Achievement of School-Age Children in Turkey”. This study investigated the influence of perceived teacher acceptance, children’s self-concept, and children’s attitude toward school on children’s academic achievement. The sample included 223 fifth-grade students in Istanbul, Turkey. The Teacher Acceptance-Rejection/Control Questionnaire, Piers-Harris Self-Concept Scale, and School Attitude Assessment Survey-Revised were utilized in data collection. Achievement was assessed by grade point average (GPA). Results showed that the perception of teacher acceptance was significantly correlated with both boys’ and girls’ positive school attitude and higher self-concept. Perceived teacher acceptance was also significantly correlated with the academic achievement of boys but not girls. Regression analysis revealed that perceived teacher acceptance and academic self-perception (one component of school attitude) were significant and independent predictors of boys’ academic achievement, but only academic self-perception significantly predicted girls’ academic achievement. The study supported the conclusion that boys’ (but not necessarily girls’) positive perceptions of teachers were an important factor in academic achievement. However, both boys and girls who perceived their
teachers to be accepting tended to have a positive school attitude and a positive self-concept.

Sperge and Wendy (2010) studied “The Impact of Teachers' Emotional Intelligence Skills on Students' Motivation to Learn”. The purpose of this qualitative study is to encourage high school graduates to voice on the impact past teachers had on their motivation to learn, and to determine if this impact has affected their post high school lives. Through a focus group strategy, 21 high school alumni participated in three separate focus groups. Participants discussed their former teachers' emotional intelligence skills that influenced their motivation to learn. On the review, teachers were identified as a major factor in a student's motivation to learn. This research was guided by Bandura's Social Cognitive Theory of Motivation (1986) and constructs related to learning and motivation from Carl Rogers' Humanistic Views of Personality (1961), and from Brain Based Learning perspectives with a major focus on the area of Emotional Intelligence. Findings revealed that the majority of participants identified teachers who most motivated them to learn and who demonstrated skills associated with emotional intelligence. An important and disturbing finding was that some of the participants had negative experiences. Further work is
recommended to expand this research in a post secondary education study to gain insight into the long-term benefits attributable to experiencing positive teachers and the negative impact teachers have on students' motivation to learn, specifically on student anxiety and learned helplessness.

Nave et. al. (2010) studied “The Contextual Independence of Personality: Teachers’ Assessments Predict Directly Observed Behavior After Four Decades”. The continuity of personality’s association with directly observed behavior is demonstrated across two contexts spanning four decades. During the 1960s, elementary school teachers rated personalities of members of the ethnically diverse Hawaii Personality and Health Cohort. The same individuals were interviewed in a medical clinic more than 40 years later. Trained coders viewed video recordings of a subset of these interviews (N = 144; 68 female, 76 male) and assessed the behavior they observed using the Riverside Behavioral Q-sort Version 3. Children rated by their teachers as “verbally fluent” (defined as unrestrained talkativeness) showed dominant and socially adept behavior as middle-aged adults. Early “adaptability” was associated with cheerful and intellectually curious behavior, early “impulsivity” was
associated with later talkativeness and loud speech, and early-rated tendencies to “self-minimize” were related to adult expressions of insecurity and humility.

**Oylum (2010)** studied “Teachers’ Burnout Levels And Their Attitudes Towards Teaching Profession”. The purpose of this study is to find 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.

**Davut (2010)** studied “Freshman and Senior Pre-service Mathematics Teachers’ Attitudes Toward Teaching Profession”. The aim of this study is to compare 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.

Jiwen (2010) studied “The Differential Effects of General Mental Ability and Emotional Intelligence on Academic Performance and Social Interactions”. This study considers the debate about whether emotional intelligence (EI) has incremental validity over and above traditional intelligence dimensions. EI and general mental abilities (GMA) differ in
predicting academic performance and the quality of social interactions among college students. Using two college student samples, support was found for the notion that EI and GMA each have a unique power to predict academic performance, and that GMA is the stronger predictor. However, the results also show that EI, but not GMA, is related to the quality of social interactions with peers.

Wong (2010) studied “Effect of Middle-level Leader and Teacher Emotional Intelligence on School Teachers’ Job Satisfaction”. Emotional intelligence (EI) has been an emerging topic for educational, psychological and management researchers and consultants in recent years. Despite the emerging consensus of its definition and evidence reported in business organizations, relatively little empirical evidence have been reported in the education literature. Two studies were done to investigate the impact of middle-level leader and teacher EI on teachers’ job outcomes. In Study 1, 107 teachers were asked to list the attributes of successful middle-level leaders in their schools. In Study 2, 3866 school teachers and middle-level leaders were surveyed on their EI and job satisfaction level. Results provide supports concerning the impact of teacher and middle-level leader EI on school teachers’ job satisfaction.
Saiiari, et. al. (2011) studied “Relationship Between Emotional Intelligence and Burnout Syndrome on Teachers of Secondary Schools”. This study was carried out to investigate the relationship between emotional intelligence and burnout syndrome on teachers of secondary schools in Khuzestan province. The sample in this study consisted of 183 subjects of male teachers that selected by a systematic stratified sampling method from among of teachers in Iran- Khuzestan province. These subjects had more than 5 years job history and they did not have special illness or disorder history. In this research, different instruments were used to collect data, such as emotional intelligence questionnaire and burnout syndrome questionnaire. This study was correlation type to analyze the data, were used Pearson correlation co-efficient and Analysis of Regression. With regard to this findings, results indicated that there is a significant relationship between emotional intelligence and burnout syndrome (r=-0.627). Also there are relationship between burnout syndrome and emotional intelligence components respectively: self motivation (-0.474), self-awareness (-0.356), self-control (0.411), social consciousness (-0.619) and social skills (-0.606).The level of significance in this study was P<0.01.
2.3 CONCLUSION

The review of related literature described above, acquainted the researcher with the current progress and position of the study. The researcher came across through the reviews that the studies were very few and more so studies conducted in India relating to general mental alertness, emotional intelligence, interest in teaching, personality of teachers and attitude towards teaching profession and academic achievement. The present work however makes an earnest attempt to study the general mental alertness, emotional intelligence, interest in teaching, personality of teachers and attitude towards teaching profession in relation to academic achievement of prospective teachers.

The next chapter methodology, explains about scope for the study, design of the study, population and sample, variables taken in the study, hypotheses, tools used for the collection of data and statistical technique applied.