Chapter-II

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WHAT IS REVIEW OF RELATED LITERATURE?

In the research methodology “literature” refers to the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and its research studies. “Review” means to organize the knowledge of the specific area of research to involve an edifice of knowledge to show that present study would be an addition to this field

Research in any field implies a step ahead in the exploration of the unknown -unknown which is darkness. Any researcher to be able to take this step, should be adequately prepared for it. One such preparation is gathering of knowledge of what has already been done in the given field. A step towards unknown can only be taken after the review of literature and researches done in that area. Any research without such a review is like a building without any foundation.

Brog (1928) suggested, “The literature in any field forms the foundation upon which all future will be built, if we fail to build the foundation of knowledge provided by the review of literature, our work is likely to be shallow and often duplicate someone else.”

The review of the literature is the gate-pass for the research work to be done by a researcher. It guides the researcher in the research to be undertaken and also helps to avoid the duplication of research. It shows the way to the researcher.

The physicians must remain acquainted with the latest knowledge, innovations and discoveries in the field of medicine to treat the patients. Accordingly, the successful lawyer must also remain well informed with the
cases so as to quote those cases for further reference of the case at hand. In the same way in the field of education also, a researcher needs to acquaint himself with the latest knowledge, information about what has been done in the particular area from which he intends to take up a research problem. In order to solve a particular problem, a careful review of the research journals, Books, Dissertations, Theses and other sources of information related to the problem must be undertaken after the problem has been selected by the researcher.

Related literature provides us a clear picture of the problem under research. The review of literature has two phases, firstly, it includes identifying all relevant material published in the problem area and in Secondary phase, is for the benefit to the researcher and the readers. For the researcher, it establishes the document in the field and for the readers it provides a summary of thinking.

The review of the related literature is considered essential for many reasons. It helps to identify the unanswered questions in the concerned fields on the one hand and in locating the specific issues, requiring immediate and pointed attention by the researcher in avoiding unnecessary duplication of efforts and focusing on the relevant aspects of the issue under reference.

Best (1961) observes, “The research for reference materials is a time consuming but fruitful phase of investigation”. A familiarity with the literature on any problem area helps the students to discover what is already known, what other have attempted to find, and what methods have been found to be promising or disappointing and what problems remain to be unsolved. In order to be creative and original, one must read extensively and critically as a stimulus to thinking.”

Review of related literature also serves the subsequent purposes for the research:
(1) To define the limits of field. It enables the researcher to define and delimit his problem.

(2) To state the objectives clearly and precisely. The knowledge of the related literature provides the researcher upto date information on works done by others.

(3) To eliminate the risk of duplication of what has already been done. It also helps in providing ideas, theories, explanation or hypotheses valuable in formulating the problems.

(4) To avoid worthless problems, by making the researcher select those areas in which positive findings are likely to result and his efforts would be likely to add to the knowledge in a meaningful way.

(5) To equip the researcher, with an understanding of research methodology, which mentions the way of study is to be administered.

(6) To avail the researcher to know about the tools and instruments which prove to be useful and promising.

The survey of related literature may be justified because it provides a firm and objective ground to the research for identifying a meaningful questions in the field in which the researcher wants to pursue. So, for a researcher if He/She wants to do research in a subject and needs upto date information, it is necessary that the researcher should be fully acquainted with the past of that subject.

Therefore, the investigator thought it pertinent to review the related researcher and literatures to study the specific problem. In the process, she took the help of some local libraries. These have been viewed under this major heading.
2.1 STUDIES RELATED TO TEACHING COMPETENCY

Shrivastva (1950) found that though more third divisioners become teachers, their attitude towards the profession is favourable.

Roys (1971) studied the teacher attitude and its relationship with teaching efficiency and teacher adjustment. This study indicated a positive relationship between teacher attitude and teacher efficiency. It also showed that superior efficiency and favourable attitude lead to inferior efficiency and unfavourable attitude. Superior efficiency and good adjustment lead to inferior efficiency and poor adjustment.

Verma (1971) found that sex differences are not significant in the selection of personnel of teaching profession in the case of postgraduate, graduate, intermediate, and primary classes.

Koul (1972) conducted a factorial study of certain personality variables of popular teachers in secondary schools. It was found that the popular teachers had a favourable attitude towards teaching in schools.

Kumar (1974) found that pupil teachers of science steam have more favourable attitude towards teaching as compared to agriculture, commerce and humanities, and have greater permissive tolerance for child misbehaviour.

Nair (1974) aimed at finding out the impact of certain sociological factors like family background, caste, religion, and sex on the teaching ability of teachers. The study was conducted on 200 secondary school teachers from the educational district of Trickhur (Kerala) revealed that age had a positive relationship with teaching ability where as teacher’s parental socio-economic conditions had a negative influence on teaching ability. Sex, locality of school, caste, and religion were found to be not affecting the teaching ability.

Verman and Ansari (1975) reported that the effective teacher had more indirect influence over students initiation, teacher response ratio and pupil
steady state ratio where as ineffective teacher had more direct teacher talk, silence or confusion and nonstimulating situation in classroom. The effective teachers used more creative teaching methods.

Thakur (1976) conducted a study, “Who is a Good Teacher? (A Study Based on the Opinion of Senior Pupils).” It was found that most of the pupils were from economically deprived homes. The outstanding positive traits of the teacher as viewed by the pupils were good teaching, kind and pleasing manners, good advice and guidance to pupils, regular and punctual attendance and equal treatment to all. The pupils were in favour of strict discipline and strict administration. The pupils loved to get regular assignments and wanted that the teachers correct assignments regularly. A teacher who did not let down pupils was loved by all. A teacher who could identify himself with his pupils found his class teaching very easy. The negative traits were partiality, favouritism, wasting time, unmindful of duty, rude, lack of affection, ridiculing students, bad teaching, excessive talk unrelated to subject matter and conceit; 4. Some differences were noticed with regard to the responses received from boys and girls. The most significant educational implication is that having known the qualities of a good teacher, it would be possible for the concerned authority to recruit good teachers and also improving the effectiveness of the in-service teachers.

Gray and Gerrad (1977) suggested 16 teaching competencies in a survey of 264 teachers. Sixteen teaching competencies which were found are (1) Relation with class (2) Willingness to be flexible (3) Effectiveness in controlling his class (4) Capacity to perceive the words from the students point of view (5) Personal adjustment and character (6) Influence on student’s behaviour (7) Knowledge of subject matter and related area (8) Ability to personalize his teaching (9) Extent to which his verbal behaviour in classroom is student centered (10) Extent to which he uses inductive methods (11)
Amount his students learn (12) Civic responsibility (13) Performance in student teaching (14) Participation in community and professional activities (15) Years of teaching experience.

In the above mentioned sixteen competencies, six belong to process criteria, two belong to product criteria and eight to presage criteria. The investigator revealed that the process criteria received the highest rating.

Peterson, Marx and Clark (1978) investigated differences in teacher planning and its relationship to teacher behaviour and student achievement in a sample of 12 experienced teachers. Results revealed that planning differences were significantly related to teacher’s abilities, teacher’s behaviours and student outcome.

Ram (1980) attempted to identify desirable teaching competencies of a physics teacher in context of presage, process and product variables. The study adopted two approaches, the different presage, process and product variables of teaching were measured and factor analysed to arrive at the set of desirable teaching competencies and second the views expressed by the students of the physics teachers were content analysed and profile of competent physics teacher was developed in order to validate the findings of the first method.

The result showed that 14 factors accounted for 68.30% of total variance. The variance rotated factors were (1) General Teaching Competency (2) Competency of teacher concern for students (3) Competency of using audio visual aids (4) Competency of professional perception (5) Competency of giving assignments (6) Competency of illustrating with examples (7) Competency of logical exposition (8) Competency of classroom management (9) use of questions (10) Competency of use of blackboard (11) Competency of recognizing attending behaviour (12) Competency of achieving closure.
Kumar and Lal (1980) conducted a study on, “Use of Microteaching in Improving General Teaching Competence of Inservice Teachers.” The sample comprised twenty in-service teachers of science in secondary schools of Gurgaon sub-division. The tools used in the study were the Teaching Assessment Battery (TAB) comprising two scales and an inventory to get pupils' perceptions of teachers. The single group pretest-post-test design was adopted and t-test was used for testing hypotheses. The correlation matrix of self-assessment of teachers and assessment by observers was also computed.

It was found that there was improvement in general teaching competence and in teaching skills of probing questions, reinforcement, stimulus variation, illustrating with examples, illustrating with aids, increasing pupils' participation after undergoing training through microteaching. Microteaching helped the teacher in self-assessment of his capabilities, gains, sense of self-acceptance and self-achievement. There was a marginal change in the students' assessment of their teachers when the latter were trained through microteaching. Young teachers with less experience benefited more from microteaching than those with longer experience. It was found that microteaching could go a long way in improving the general teaching competence of in-service teachers if undertaken on a large scale.

Mathew (1980) attempted to identify desirable teaching competencies of a physics teacher in context of presage, process and product variables. The study adopted two approaches, the different presage, process and product variables of teaching were measured and factor analysed to arrive at the sets of desirable teaching competency. Secondly views of students of physics teachers were content analysed and a profile of competent physics teacher was developed. Different variables included in the study were four presage variables, 86 teacher classroom behaviours under process variable, one product variables. Four presage variables studied were Intelligence, teacher’s attitude
toward teaching, teacher's self perception of classroom behaviour. The product variables were student liking of their teacher. He identified and interpreted as general teaching competencies which were competency of teachers concern for students, competency of using audio-visual aids, competency of professional perception, competency of illustrating with examples, pacing while introducing, logical exposition, classroom management, use of questions, initiating pupil participation, use of back board, recognition of attending behaviour, achieving closure, giving assignments. Secondly, opinion expressed by students gave nineteen teaching behaviours liked by students such as (1) Interest (2) Curiosity (3) Difficult questions (4) Clear explanations (5) Keeping students attentive (6) Pace of teaching (7) Experiments (8) Interesting examples etc. were found in Physics teachers. Thirdly, the competencies identified through factors analysis rated closely with those expected of teachers by students.

Quraishi (1972) the classroom verbal behaviour of teachers was studied in respect of various personality traits. Quraishi found that teacher's verbal behaviour in the classroom was related to a small extent to their personality. Extrovert teachers were found to have greater interchange of classroom events than introvert teachers.

Jain (1982) reported that male teachers devoted more time in asking questions than female teachers. Teacher's with a positive attitude towards teaching profession, classroom teaching, child centred practices and the educational process related to ideas and feeling of pupils and frequently created an emotional climate in the classroom. Theoretical and aesthetic values were not significantly related to the effective behaviour of teachers. Teachers with a high aesthetic value did not have a favourable attitude towards the teaching profession but teachers with high religious value had a high favourable attitude towards the teaching profession, pupils and teachers.
Pasli and Sharma (1982) identified the teaching competencies of language teachers at secondary school level as giving assignment, loud reading, using the blackboard, using reinforcement, pacing, avoiding repetition, consolidating the lesson, dealing with pupil's response, improving pupil's behaviour, audibility, using secondary reinforcement, recognizing pupils attending behaviour, presenting in verbal mode and shifting the sensory channel. The male and female teachers did not differ in their competency.

Brown and Armstrong (1984) identified the following basic skills of explanation. (1) Clarity and fluency through defining new terms clearly and appropriate use of explicit language (2) Emphasis and Interest – making good use of voice, gestures, materials and paraphrasing (3) Using examples – appropriate in type and quality (4) Organisation – presence of a logical sequence and use of link words and phrases (5) Feedback offering a chance for pupils to ask questions and assessing learning outcomes in a competent teacher.

Satyanarayana (1984) studied the “Effect of Training in Teaching Skills Using Micro-class Peers and Real Pupils on the General Teaching Competence of Student Teachers at Elementary Level”. The entire student population of 36 students of the first year TCH of an English-medium women's TTI was taken as the sample. The population was divided into three groups of 12 students each. Group I, the reference group, was the control group. The other two groups were experimental Group I and experimental Group II. Tools designed and developed by the NCERT, New Delhi, were used without any modification. These were the General Teaching Competency Rating Scale, Evaluation Pro-forma for Rating Teaching Skills, Reaction towards Microteaching Rating Scale, and Self-evaluating Microteaching Programme Rating Scale. Experimental Group I practised under simulated classroom condition while experimental Group II practised under real classroom conditions. Each student-teacher practised a skill for two complete
microteaching cycles. He found that the student-teachers trained using microteaching under the simulated conditions acquired better teaching competency than those trained under the traditional training method. The student-teachers trained, using microteaching under real classroom conditions acquired better teaching competency than those trained under the traditional training method. The effectiveness of the microteaching training technique was more significant in respect of those trained under real classroom conditions than those trained under simulated classroom conditions in developing the teaching competence of student-teachers. The microteaching training technique made a significant impact in developing a positive attitude in the student-teachers towards microteaching. Microteaching should be used in developing teaching skills as a regular technique in colleges of education.

Syag (1984) conducted a study of Teaching Competence of Preservice and Inservice Teachers Trained through different Treatments of Microteaching. It was found that: Peer feedback in the SMT group, and peer-cum-audio tape feedback in the MMT group produced equal effect, but superior to that of college supervisor feedback in the TST group, on the development of the general teaching competency, and competencies in selected teaching skills. When measured immediately after the treatment, all the three training approaches-SMT, MMT and TST, produced a significant effect on the development of the general teaching competence and competencies in specified skills. However, when the continuous measurement on general teaching competency and teaching skills competency were carried on up to 18 months from the termination of training treatment, none of the three training approaches helped to improve the level of the performance. In other words, all the three training approaches, when implemented for a duration of four hours (only practice time for each trainee), had helped to develop the general teaching competence and competencies in teaching skills among the student teachers. The consequent treatment in terms of the traditional teacher training
programme did not help to improve the general teaching competence and, competencies in teaching skills in the three respective groups, but all the three groups continued to retain the post-treatment level of performance. The simple interaction effect due to three levels of training treatments and four levels of occasions was significant in terms of the general teaching competence and competencies in selected skills. The highest level of the general teaching competence was found in the MMT group at post-test 3-stage (one year after the completion of the B.Ed. course) and the highest level of competencies in different teaching skills was found in the SMT group at post-test-1 stage (immediately after the completion of the training treatment). The attainment of marks in the student teaching final examination was equal among the student-teachers of the SMT group and the MMT group, the SMT group and the TST group, but the attainment of marks was significantly higher among the student teachers of the MMT group than the student teachers of the TST group. All the three training approaches-SMT, MMT, and TST-did not produce a significant effect upon the development of the attitude of student teachers towards teaching, when measured prior to treatment and at the end of the B.Ed. course. Further, the attitudes of student teachers towards teaching declined significantly when measured after two years from the beginning of the training treatment. The simple interaction effect due to three levers of training treatments, and three levels of occasions did not produce a significant effect on the development of attitudes of student-teachers towards teaching.

Singh (1985) conducted a “Comparative Study of Teachers Trained through Integrated and Traditional Methods in terms of Attitude towards Teaching, Teaching Competence and Role Performance”. The effectiveness of the different modes of graduate teacher training prevalent in India such as the four-year integrated B.Ed. and the traditional one-year B.Ed. course was sought to be compared in this investigation. The points of comparison taken up in the study were attitude, teaching competence and role performance of the teachers
trained through these two modes. Null hypotheses regarding the differences in these three aspects

Singh (1985) found that teacher behaviour of secondary school teachers comprised eight skills, viz., skill of questioning, explanation, black board writing, reinforcement, introducing a lesson summarizing the lesson, teaching aids and illustrating with examples. Teacher behaviour of science, social science and language teachers were found to have ten factors, eight factors and seven factors respectively. The common factors to the teaching of science, social science and language subjects were skill of introducing a lesson, blackboard writing, questioning, reinforcement, summarizing the lesson, using teaching aids and explanations.

Dave (1987) conducted a study, “Relative effectiveness of micro-teaching having the summative model of integration versus the mini-teaching model in terms of general teaching competence, teacher attitude towards teaching, pupil-liking and pupil achievement.” It attempts to study the effectiveness of micro-teaching versus mini-teaching model in terms of general teaching competence, teacher attitude towards teaching, pupil-liking and pupil achievement. It was found that the mini-teaching integration model was found superior to the summative-integration model of integration and traditional model of integration, in terms of development of general teaching competence in the student teachers. The teachers belonging to the mini-teaching group did not attain a significantly favourable attitude towards teaching in comparison to those belonging to the summative-group and the traditional group at the post-test stage. The teachers belonging to the mini-teaching groups produced a significantly favourable attitude towards teaching in comparison to the summative-group and the traditional group. There was a significant effect of the mini-teaching model of integration in comparison to the summative model of integration and the traditional model of integration treatment on the
achievement of pupils. Student-liking towards trainee teachers was not affected by the variation of treatment of teacher preparation.

Singh (1987) conducted a study, "Teachers' Effectiveness and its Correlates at Higher Secondary Stage in Eastern U.P." He observed that no significant difference in the mean scores of male and female teachers in their effectiveness was observed. The difference in the mean intelligence scores of male and female teachers was not significant. It was revealed that the rural female teachers had secured comparatively better scores than the rural male teachers in teacher effectiveness. The difference in the mean scores of urban male and female teachers was found to be non-significant on the SES Scale. There was a non-significant difference in the mean scores of male and female teachers belonging to rural and urban areas in their attitude towards teaching. There was non-significant difference in the mean scores of adjustment of male and female teachers. The scores of rural male and female teachers in teaching effectiveness appeared to be correlated significantly with only two variables—intelligence and attitude towards the teaching profession. A low relationship between intelligence and socioeconomic status was observed. It was, however, not significant. The teacher-effectiveness scores of rural male and female teachers appeared to be significantly related with intelligence, socio-economic status and adjustment. Intelligence showed a moderate and significant relationship with socioeconomic status and adjustment of the urban teachers, irrespective of sex.

Prakasham (1988) in his study, "A study of teacher effectiveness as a function of school organisational climate and teaching competency" found that the open school organisational climate positively affected both the teaching competency as well as teacher effectiveness. Teachers of urban schools significantly excelled over teachers employed either in semi-urban and rural schools or schools located in industrial areas on both teaching competency and
teacher effectiveness. Females scored invariably higher with insignificant difference in all types of schools, categorized in terms of territory, management type and organisational climate. Moderately better teacher effectiveness was observed in schools under Christian management. There existed a significant relationship between teaching competency and teacher effectiveness. Teaching competency, territorial variations as well as school organizational climate yielded highly significant main effects whereas sex and management type did not.

Rajguru (1988) in his study, “A study of the role of headmasters of Central Schools and primary corporation schools to suggest remedies to improve their competencies” found that it as found that 64.5% Central School headmasters were aware of their roles. Twenty eight headmasters said that they observed 90.3% of lessons and arranged model lessons also. Central School headmasters guided the primary school headmasters in their work and also visited them regularly. They also arranged seminars and workshops. However, they were not satisfied with the lesson-observation work. This work was evaluated by the supervisors but there was no cooperation between them. Each Central School headmaster had to work for 45 hours in a week. Teaching was for 12 hours, lesson-observation for 18 hours, and 15 hours for other activities.

Choudhary (1990) conducted a Factorial Study of the Teaching Competencies of Teacher Teaching English at the Secondary School Level, Ph.D. Edu. SNDTU, 1985. It was found that the pedagogical domain of teaching competency in English consisted of 12 competencies which were independent of each other. The competency ‘Structuring Questions’ accounted for 32% variance and correlated significantly with both the product variables. All the competencies correlated positively with the product variables. The contextual variables of location of school had an affect on half the no. of competencies. The demographic variables of teacher, sex and educational
qualifications had been found to have an impact on almost half the no. of competencies. Teacher's intelligence and attitude were found to be associated with some of the competencies.

Pandya (1991) conducted a study, "A study of the relative effectiveness of micro-teaching and the traditional technique of teacher training in the development of general teaching competence of the student-teachers of secondary teachers' training colleges". The study focuses on the relative effectiveness of micro-teaching and traditional teaching techniques of teacher training among secondary teachers training colleges in Gujarat. He concluded on the basis of scores obtained on the pre-test it was concluded that the two equated groups did not differ before applying the treatment to the experimental group. It was further found that there was a significant difference in mean achievement scores between the two groups on the post-test. Micro-teaching approach was more effective than the traditional teaching approach.

Desai (1992) conducted a study, “Interactive effect of sources of feedback and student-teacher personality on student-teacher competence”. It was found that the student-teacher personality factors of neuroticism and extraversion were not related to either student-teachers’ acquisition of teaching competence or competence in each of the four-skills. Supervisor feedback was more effective than audio feedback in facilitating student-teachers’ acquisition of both teaching competence and individual skill competence. Although, interaction was not significant, the trend of the relationship lent support to the hypothesis that low neurotic students would perform better under audio and high neurotic students would perform better under supervisory feedback.

Blatt and Benz (1993) in their study, “The Relationship of Communication Competency to Perceived Teacher Effectiveness” investigated the relationships between a university standardized student evaluation of faculty teaching and students' perceptions of the communication skills used by
the instructor. Subjects, 397 students taught by 12 instructors from the College of Arts and Sciences at the University of Dayton (Ohio), completed the regular teacher evaluation and a communication style inventory about the instructors. Correlations between individual communication competency skills and student evaluation of the instructors were computed. Results indicated that supportiveness and empathy were correlated with instructors respecting students as persons; altercentrism (being interested and responsive to the thought and ideas of others) showed a strong relationship with all instructor evaluation items; as a communication competency, assertiveness had the weakest relationship with the instructor evaluation scale; and the relationship between instructor evaluation items and the skills of social relaxation, interaction management, and self-disclosure ranged from weak to moderate. Findings suggest that empathy and supportiveness are essential ingredients in interpersonal communication competency, but that self-disclosure (supported by a large number of existing studies) and assertiveness are not as important.

Thiagarajan (1995) studied the relationship between teacher competency as perceived by students and achievement in Economics as a function of sex. Findings revealed a significant correlation between teaching competency and achievement. The magnitude of correlation was different in boys and girls.

Gilberts and Lignugaris-Kraft (1997) reviewed studies and concluded important competencies in promoting positive learning environment included classroom management to facilitate learning, formulating a standard for classroom behaviour, implementing strategies to change behaviour and assessing the effectiveness of interventions and instructional competencies-preparation for specific teaching activities, presentation using variety of methods and strategies, feedback and praise, interactive assessment to facilitate future lesson planning and lastly effective use of time.
Evered (1998) examined the role of problem difficulty and individual and group competency and performance of 16 elementary school teachers who solved four mathematical problems having variety of solutions. It was concluded that teacher’s confidence was relatively unaffected by the difficulty of the problems solved or the composition of collaborative group. Teacher’s competence however declined as problem difficulty increases.

Arora and Singh (2000) while assessing the primary teachers training needs revealed that teachers turned out by teacher training institutes are by and large ill-prepared for tasks they are required to perform in schools. Studies revealed that they get reality shocks when they assume positions in schools after completing initial teacher training. This is perhaps due to the fact that their training was for removed from the real work place situation of teachers. The professional training need emanates from the gap between the actual performance and the desired level of performance. Need is a discrepancy between what is and what ought to be.

Prabhun, Marathe and Sohani (1984) conducted a study entitled, “An experimental study to measure the effect of microteaching skills and different strategies of feedback on the student teacher’s performance with respect to teaching. The independent variables of the study were different strategies of given feedback to the student teachers, during microteaching cycles such as feedback by college supervisor, listening to their own audiotaped lessons and feedback by self and peers. The pretest post test control group design was used. The variables controlled in the study were skills of microteaching, number of cycles for practising skills, orientation, criteria for observation of the lessons and duration of the training. 24 student teachers were selected randomly out of 130 student teacher of the SNDT College of Education, Pune. This sample was divided into 3 groups. The Student teacher practised the skill of explaining, questioning skill, stimulus variation skills, P.Q. skill, observation scheduled
prepared by SNDT college was used for data collection analysis of variance was used. It was found that the gain in pretest–post test score was statistically significant so inference-practice of microteaching skill was effective in the improvement of the student teacher performance; the difference between the means of the three groups taking three different treatments of feedback were not found to be statistically significant; all the three strategies of providing feedback were equally effective; The routine strategy of providing feedback by supervisor could be continued.

Kumar (2005) conducted a study, “A Study of Teaching Aptitude in Relation to General Teaching Competency, Professional Teaching and Academic Achievements of B. Ed. Pupil Teachers”. He concluded that discipline and Sex of the pupil teachers does not contribute towards teaching aptitude of male and female arts pupil teachers were compared, it was observed that female arts pupil teachers secured significantly higher mean scores than their counterpart male arts pupil teacher; it was found that teaching aptitude of the pupil teacher was significantly correlated with their general teaching competence, professional interest and academic achievements; general teaching competence and professional interest of the pupil teachers significantly affect their teaching aptitude. In addition to this, effect of academic achievement on teaching aptitude of the pupil teachers was positive but not significant at acceptable level of confidence.

2.2 STUDIES REGARDING EMOTIONAL INTELLIGENCE

Emotional intelligence is a fairly new concept. I reviewed the literature—in referenced journals, non-referenced journals, books, and on the Internet—in order to see what researchers have discovered about it so far and how they linked it to Teaching Competency and Academic Qualifications.
In the 1940s and 1950s, there were several attempts to find a substantial relationship between achievement and personality, but these attempts did not meet much success (Barton, Dielman & Cattell, 1972).

In 1968, Cattell and Butcher tried to predict both school achievement and creativity from ability, personality, and motivation. The authors succeeded in showing the importance of personality in academic achievement however could not link motivation to it.

In 1972, Barton, Dielman and Cattell conducted another study to assess more fully the relative importance of both ability and personality variables in the prediction of academic achievement. One of the conclusions they reached was that IQ together with the personality factor—which they called conscientiousness—predicted achievement in all areas. What was tested under personality was—among others—whether the student is reserved or warmhearted, emotionally unstable or emotionally stable, undemonstrative or excitable, submissive or dominant, conscientious or not, shy or socially bold, tough-minded or tender-minded, zestful or reflective, self-assured or apprehensive, group dependent or self-sufficient, uncontrolled or controlled, relaxed or tense. We can easily see that most of these factors are included in the components of emotional intelligence.

In 1983, Howard Gardner introduced his theory of Multiple Intelligence which opened doors to other theories like Emotional Intelligence.

Reven (1985) invented the term “EQ” (Emotional Quotient) to describe his approach to evaluating general intelligence. He explained Emotional Intelligence. He says that it reflects our ability to deal successfully with other people and with our feelings. He developed the Baron EQ-I after 17 years of research, and this inventory is the first scientifically developed and validated measure of emotional intelligence that reflects one’s ability to deal with daily environmental challenges and helps predict one’s success in life.
Elias (1991) Teaching emotional and social skills is very important at school, it can affect academic achievement positively not only during the year they are taught, but during the years that follows as well. Teaching these skills has a long term affect on achievement.

Then the term Emotional Intelligence appeared in a series of academic articles authored by John D. Mayer and Peter Salovey (1990, 1993, 1995). Their first article presented the first model of emotional intelligence. However, the term "emotional intelligence" entered the mainstream only with Daniel Goleman in 1995. He argues in his book that IQ contributes only about 20% to success in life, and other forces contribute the rest. We can infer that emotional intelligence, luck, and social class are among those other factors. He also says that emotional intelligence is a new concept indeed, but the existing data imply that it can be as powerful as IQ and sometimes even more. And, at least, unlike what is claimed about IQ, we can teach and improve in children some crucial emotional competencies. Emotionally intelligent people are more likely to succeed in everything they undertake.

In 1996, Reuven Bar-On explained Emotional Intelligence saying that it reflects our ability to deal successfully with other people and with our feelings. He developed the BarOn EQ-i after 17 years of research, and this inventory is the first scientifically developed and validated measure of emotional intelligence that reflects one's ability to deal with daily environmental challenges and helps predict one's success in life, including professional and personal pursuits. (Baron Emotional Quotient Inventory (EQ-I)) It was published by Multi-Health Systems in 1996 as the first test of its kind. The test covers five areas: intrapersonal, interpersonal, adaptability, stress management and general mood (Mirsky, 1997).

Mayer and Gener (1996) studied emotional intelligence and the identification of emotion and found that participants who agreed more highly
with the group consensus and with the target also scored higher than the other participants on scales of empathy and self reported SAT scores and low on emotional defensiveness. Such results are interpreted to mean that some forms of emotional problem solving requires emotional openness as well as general intelligence.

Ediger (1997) the emotions, feeling and values are vital for a person’s well being and achievement in life. He also states that science teachers should stress on affective domain that can not be separated from the cognitive domain. Quality emotions and feelings help students give their best potential in the classroom. The students who are aversive and think negatively cannot concentrate for a long time and have more difficulty in reaching their potential than others.

Pasi (1997) At La Academy, a private school in providence, Rhode Island, students are given lessons in emotional intelligence across the curriculum. This is part of an exhaustive programme in social and emotional education called “success for life.” The school’s academic council voted to approve this programme by 20-0 vote.

Pool, the senior editor of Educational Leadership, stated in an article she wrote in 1997 that emotional well being is a predictor of success in academic achievement and job success among others.

Richardson and Evans (1997) explored some methods for teaching social and emotional competence with in a culturally diverse society. Their purpose was to help students connect with each other, in order to assist them in developing intrapersonal and interpersonnel and emotional intelligence arguing that these intelligence are essential for personal accomplishment.
Salovey and Sluyter (1997) reported that people high in emotional intelligence are expected to progress more quickly through the abilities designated and to master more of them.

Goleman (1998), studies have shown that emotional intelligence impacts a leader's ability to be effective. According to him, manager's who do not develop their emotional intelligence have difficulty in building, good relationship with peers, subordinates, superior and clients.

Goleman (1998) reported research demonstrating a positive correlation between emotional intelligence and age.

According to Golman (1998) and Caudron (1999) emotional intelligence is a combination of competencies. These skills contribute to a person's ability to manage and monitors his or her own emotion to correctly gauge the emotional state of others and to influence opinions.

Finnegan (1998) argues that schools should help students learn the abilities underlying emotional intelligence. Possessing those abilities, or even some of them, "can lead to achievement from the formal education years of the child and adolescent to the adult's competency in being effective in the workplace and in society."

In September 1999, a conference on emotional intelligence was held in Chicago, IL. The conference mission was to "provide the most comprehensive learning forum on emotional intelligence and its impact in the workplace." Linkage Incorporated claims that "research shows that well-developed EI distinguishes individual "star performers" and plays an important role in determining which organizations will outperform the competition, due in part to higher retention rates, better morale and heightened results." Another conference will be held this coming March in Amsterdam, Hay International
Conference: The key to success in the 3rd millennium. This conference sees building people and organizational capability as the key to success.

In January 2000, Coover and Murphy conducted a study that examined the relationship between self identity and academic persistence and achievement in a counter stereotypical domain. The study revealed that the higher the self concept and self schema, the more positive the self descriptions, the bitter the academic achievement at 18. The study also showed that self identity improves through social interaction and communication with others, which would enhances achievement.

Mayer, Caruso and Salovey (2000) concluded that Emotional intelligence can be assessed most directly by asking a person to solve emotional problems such as identifying the emotion in a story or in a painting. They found that identification of emotion and found that participants who agreed more highly with the group consensus and with the target also scored higher than the other participants.

Studies have demonstrated that people who report higher levels of emotional intelligence also report higher levels of attending to health and appearance and more positive interactions with friends and family (Brackett & Mayer, 2003). Similarly, Schutte, Malouff, Bobik, Coston, Greeson, Jedlicka, Rhodes and Wendorf (2001) found a significant positive correlation between social skills and emotional intelligence and that participants with higher levels of emotional intelligence reported significantly greater marital satisfaction than did those with lower levels. Teachers have rated school children with higher emotional intelligence as less aggressive and more pro-social than their peers and customer service personnel with higher emotional intelligence were rated as more effective by their managers than those with lower levels of emotional intelligence (Brackett & Mayer, 2003). Abraham (2000) found that more
emotionally intelligent employees had higher levels of job satisfaction and greater commitment to their organisations.

Similarly, Gardner and Stough (2002) found significantly positive relationships between transformational leadership and emotional intelligence, a significant negative correlation between emotional intelligence and laissez-faire leadership but no significant relationship between emotional intelligence and transactional leadership. This study (Gardner & Stough, 2002) provides some empirical evidence to support the contention that a leader's emotional intelligence affects others in an organisation and impacts on results (Goleman, Boyzatis & McKee, 2001). Using the Swinburne University Emotional Intelligence Test (SUEIT), a self-report measure designed for the workplace, Gardner & Stough (2002) surmised that "leaders identified as having high levels of EI are more likely to desire success, work harder, lead an effective team and be more satisfied working with others. It could be inferred that individuals with particularly low levels of EI ... would not make effective leaders".

Ramganish and Raj observed that emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health. This paper probes into emotional maturity of B.Ed. trainers. The study was conducted on 153 B.Ed. trainees studying in a college of education at Pondicherry. The study analysed the emotional maturity of the trainees with respect to gender, locate, level of education demographic minority and non minority status. It was found that: there is no gender difference in emotional maturity that is, both male and female trainees have the same level of emotional maturity. Reasons may be that trainees are extrovert, seek experiences and have more tolerance power irrespective of gender; it is also found that there is significant difference in the emotional maturity of trainees belonging to urban and rural areas. The emotional maturity of trainees of rural
areas in greater than that of their urban counterparts. Reasons may be that living in rural areas is simple. People are more or less satisfied where as in urban area life is full of challenges; there is no significant difference in the emotional maturity of students having graduate and postgraduate levels of education : the ‘t’-value is not significant at 0.05 level and the data also shows that the different in emotional maturity level of students belonging to minority and non-minority, is not statistically significant.

Sternberg (2001) Concluded that emotional intelligence is showing practical intellectual value although emotional intelligence research appears to be conceptually weak and oriented more towards commercial exploitation than psychological understanding.

Garrochi, Chan and Bajgar (2001) examined the concept of emotional intelligence in adolescent. It was found that emotional intelligence in adolescents was higher for females than males and was positively associated with the skill of identifying emotional expressions, amount of social support, extent of satisfaction with social support and mood management behaviour.

New research (Good 2005, Justice 2005) has indicated the importance and value of emotional intelligence in teacher preparation programs. According to their research, Goad and Justice indicate that preserve teacher education, induction experiences with mentoring, and alternative certification programs could be strengthened by providing emotional intelligence training in preparing new teachers. Emotional intelligence skills were linked to both classrooms, management performance and teacher retention factors for new and novice teachers.

Slaski and Cartwright (2002) conducted a study on health, performance and emotional intelligence of retail managers and found that managers who scored higher in EQ suffered less subjective stress, experienced better healthy and well-being, and demonstrated better management performance.
Jin (2002) in their study indicted that the Emotional Skills Assessment Process (ESAP) provides valid and reliable measurement of emotional intelligences skills and that these skills are significantly related to student achievement and mental health.

Trinidad and Johnson (2002) examined the association between emotional intelligence and early adolescent tobacco and alcohol use. EI was negatively correlated with a general overall measure of tobacco and alcohol use.

Mathur, Dube and Malhotra (2003) studied “EI: Inter Relationship of attribution, taking responsibility and scholastic achievements of adolescents”, and found that all variables have minor impact over scholastic achievement of adolescent.

Nelson (2003) in a study concluded that emotional intelligence and related non-traditional measures of intelligence and human performance are as or more predictive of academic career success than IQ tests and other measures of scholastic aptitude and achievement.

Devi and Rayal (2004) studied, “Adolescent’s perception about family environment and EI” and found that adolescent’s perception about family environment is positively and significantly related to total EI. It was found that: there is no significant correlation between emotional intelligence and academic achievement in language subject; there exists no significant correlation between emotional intelligence and achievement in social science subject and there is a significant low positive correlation between emotional intelligence and achievement in science subjects.

Dhull and Mangal (2005) “EI – Its significance for school teachers” and concluded that the success of an educational programme and the development
of emotional intelligence among our children depend a lot on the level of emotional intelligence and competencies of a teacher.

Bansibhari and Pathan (2005) studied the level of EQ of secondary teachers in relation to gender and age and found that nearly all (98.4%) teachers fall under low category of emotional intelligence and there is no significant difference between the emotional intelligence of males and females, and age is independent of EQ.

Kadhiravan and Amrita (2006) studied the influence of personality on the emotional intelligence of teachers and found that females have shown higher mean scores than males in impulse control and problem solving. It is further observed that the teachers' qualifications significantly influence their problem solving, emotional self-awareness and stress tolerance competencies. Teachers with post-graduation have shown higher problem solving and stress tolerance competencies than their counterparts. With respect to the type of school it is found that teachers working in private schools have shown more impulse control, emotional self-awareness and flexibility than the teachers in the government schools.

Romould (2006) conducted a study on "Enhancing emotional intelligence of student teachers through Enneagram Educational Programme and concluded that the knowledge and training in Enneagram enables the individuals to improve their emotional self-awareness, emotional expression, emotional awareness of others, creativity and interpersonal connections."