CHAPTER II

Review Related Literature

2.1 Introduction:

Review of related literature is necessary for any research as it gives a clear view of the research done earlier in the field of investigation. It gives information about findings of previous research and different tools and techniques used by different researchers.

Review of related literature prevents duplication of work and provides a theoretical basis. It helps the researcher to relate the study at hand with previous studies and helps in the interpretation of results. Review of previous studies brings together the results of existing research shows how the studies are related what they have contributed to the present study.

Since good research is based upon in-depth knowledge about a problem, a review of related literature gives evidence of the investigator’s knowledge of the field. It is very most important overriding the privies student an related subject in Amy research for researcher to on include in their review and find out its results

The complete research work may be applicable on the basis of renewals related literature it is necessary to find out the pervious study in present study.

Although review article these summaries study are useful they do not provide a satisfactory substitute for an independent search. The search for the related literature is one of the first steps in the research process at is variable guide to detaining the problem reclogs relisting its significance suggesting promising data gathering devices appropriate study designs and sonrecs of data.
Review of the related literature is helpful blue print which helps to facilitate research work in systematic and scientific way and is the back stone of the surd. It is particularly useful to beginners to enable him, her to set down the ideas in a concrete form it indicates the are al already triage red off. It also analysis the unexplored areas and this acute guidance to the researcher while doing research researcher came to know that here is a lot of work done on Emotional Intelligence and teachers teaching effectiveness.

**Objectives of related literature:-**

- To create the knowledge of researcher
- To six the eructation of research.
- To obtain intimation about previous study.
- It is useful for selection of research problems.
- Information is base in research.
- To identify useful statistical method.
- It is useful offer hypothesis sampling etc.
- It is useful to find out conclusion according to princes study.

“The keys to the vast storehouse of published literature may open door to sources of significant problems and explanatory hypotheses and provide helpful orientation for definition of the problem background for selection of procedure.”

**2.2 Review of Related Literature:**

**Ahiluwalia (2003)** conducted a research on a factor affecting achievement motivation.

The main findings were as follows:

- Sex of child had no effect on achievement motivation.
- Age was significant and positively related to achievement motivation.
Achievement performance was present and significantly related with achievement motivation.

Fathers education affected achievement motivation but mother education not affected an achievement motivation.

Economics status of parent did not affect achievement motivation.

1) Urban / rural upbringing of children
2) Size of family not effect on achievement motivation children from central school, public school government schools were most achievement motivated climate in different types of did not significantly affect the achievement motivation children.

Archana Dutta (2009) has made study on Designing. Developing and implementing an Educational programme for Enhancing Emotional Maturity of student teacher. Objectives of the study were to study emotional maturity of student teachers, to develop a programme for enhancing emotional maturity of student-teacher to study effectiveness of the intervention programme. Findings are all the cases have shown decrease in emotional immaturity. Although, the difference in pre test and post test is not constant in all the cases but there is difference in all the cases pre and post intervention.

Alkinson and Frather (2004) and Alkinson and Paynor (2004) Provide clear presentation of the expanded theory of achievement motivation. Achievement oriented behavior is seen to be a function of a number of factors including the motive to succeed, the motive to avoid failures, and perceived probability of success and the incentive value of success.

Benfeit (2005) studied the problems faced by teachers teaching English. Interview technique was adopted for data collection and the difficulties experienced in teaching prose, poetry, grammar and composition were studied.

Difficulties in developing speech ability were:
1. Children do not speak English at home.
2. Faulty accent and pronunciation.
3. Lack of time.
4. Large classes therefore no individual attention.
5. Inability to read.

Difficulties in teaching prose were due to:
1. Big classes therefore no individual attention.
2. Children have an insufficient background of English to appreciate the author’s literary style.

Difficulties in teaching poem were:
1. Pupil’s inability to grasp the central idea because of poor comprehensibility.
2. Inadequacy of expressing / writing in English by students. In general teaching aids, reference books, Magazines and newspapers were not available.

Clarke (2004) raised the topic of affiliation motivation in terms of the reliability and validity of the instruments used to measure these motivational constructs.

D’Souza (2004) : conducted a survey on the teaching of history with special reference to aids and equipments used. She concluded that :
1. No seminars were held to extend the knowledge of history teacher.
2. No sufficient books and historical magazines were available in the library.
3. There were very few facilities for talks on historical topics in schools.
4. Practical work in history like preparation of maps, charts, albums projects etc, was done only in 50% schools.
5. Teachers did not make use of aids while teaching.

Major findings were:

1. Teachers were more interested in lecture method. They had a negative attitude towards reflective type of questioning.
2. Teachers were poor in questioning skill mainly because they were weak in maths.
3. The teaching behavior appeared to have a functional relationship with teaching experience.
4. Teaching success depends partly on the teachers the teachers personal feelings towards the profession and
5. The teaching learning facilities were inadequate in a majority of the schools.

**Hans (2005)** studied the relation among teaching styles. Learning gains and Teaching effectiveness.

Objectives:

1. To compare teachers in respect of their personality attributes having direct and indirect teaching influence styles.
2. To compare the effects of two teaching styles on learning gains in classroom situation.
3. To compare the perception of the student in respect of teaching styles.

**Joshi (2005)** A Study was conducted by teachers’ motivation in relation to their institutional climate and teaching experience.

A sample of 80 teachers male and female teaching in junior colleges affiliated to Mumbai University and SNDT Woman’s University was used.

The findings of the study were as follows:

a) The relationship of achievement motivation with total institutional climate is curvilinear and low. It has no relationship with the individual dimensions of institutional climate.

b) The relationship of affiliation motivation with communication is moderate and curvilinear.
c) The teachers perceive the conduciveness of their institutional climate to be above average. Their achievement motivation is substantial whereas power motivation is low.

d) The relationship of power motivation with relationship orientation, task orientation, communication and decision making is low and linear and with policies and rules it is moderate and linear.

Relationship of motivation with institutional climate is low in magnitude and linear in nature in most cases. The relationship of teaching experience with achievement motivation, affiliation motivation and power motivation is moderate substantial and low respectively and it is linear in nature. Higher the teaching experience higher will be motivation of teachers.

The main findings of the study were as follow:

a) Self actualization was found to be significant and negatively related with self ratings based in accuracy Other relationships and differences in this respect were not found to be significant.

b) Internality of personal control was found to have significant negative relationship with self ratings based in accuracy. Internals and externals were also found to different matched and mis-matched conditions for all measures except 16PF based inaccuracy.

c) The S iv values of benevolence had a significant relation with 16PF based inaccuracy while the S iv value of support had a significant positive relation with self ratings based inaccuracy. Other relations were not found to be significant.

d) Field independence was found to have slightly lower inaccuracy. Scores on the 16 PF criterion but none of the other analysis revealed significant.

e) Intuitive ability was found to be related to 16PF based inaccuracy with a slightly positive relationship of clue with inaccuracy. Other differences were not found to be significant.

f) The preference for complexity showed no relation with any of the accuracy.
g) The relationship of variables among the perceived factors revealed a significant positive relationship of preference for complexity with field indicators and a significant negative relationship with self actualization.

h) The relation among person perception and person approach measures revealed only a low but significant positive relationship of self rating based inaccuracy with assumed dissimilarity. Approach measures were found to have no significant relationship with other variables.

**Misra (2005):** studied the problems and difficulties of teachers teaching language at secondary level.

1. To suggest means of improvements of the standard of language students.

   Major findings were:

   1. About 66% teachers found difficulty in teaching prose the main problems related to explanation paraphrasing and the meaning of the words.
   3. Only 25% made use of direct method.
   4. In teaching poetry more than 60% teacher experienced difficulty particularly while developing appreciation, about 10% teachers found difficulty in teaching paraphrasing of poems and meaning of words.
   5. About 80% teachers felt the need of loud reading while only 60% practiced it.
   6. 85% teachers felt the need of loud reading while only 60% practiced it.
   7. 65% teachers encouraged pupils in developing reading ability.
   8. Only 32% teachers encouraged pupils in developing reading ability.
   9. Only 65% teachers felt that the facilities for general reading were inadequate.
   10. While all teachers felt need of use of daily newspaper, less than 10% actually encourages students to read it.
   11. All teachers felt that students should memorize some selected pieces of prose and poetry.
12. In teaching spellings very few teachers used complete words, still fewer used flash cards, most teachers used separate letters,
13. More than 60% teachers did not use drilling though they felt it necessary.
14. All the teachers felt that language syllabus was lengthy.

4) Mitttal (1992) An exploratory study was conducted by on teacher’s motivation to work and some factors associated with high and low work motivation of teachers.

The findings of the study were as follows:
- female teachers,
- teachers younger in age,
- teachers possessing experience of teaching,
- teachers working in urban school,
- private unaided schools
- girl’s school / co educational schools displayed higher level of motivation work.

Madankar R. R. (2012) Relationship between emotional intelligence and Attitude towards training programmes of Diets Among teacher Trainees. Emotional intelligence and some training programmes among teacher trainees from different Diets of north Karnataka has been dealt within this paper. 150 teacher trainees were selected by using random sampling technique and found that training programmes and their effect on emotional intelligence. It has been identified that the practical aspect of training such as demonstration lesson, observation lesson, criticism lesson block teaching etc have not been given and specific skills of teaching in the teacher trainees most of the training programmes in Diet’s have positive significant effect on emotional intelligence of teacher trainees.

Manisha Indani (2012) Comparative study of curiosity and achievement of VIII std students(2012) In This research paper an attempt has been made to find out the correlation between curiosity and Achievement of std VIII\textsuperscript{th} students by using purportive sampling method. The objective of study were worked as follows (1) To study correlation between curiosity and achievement of VIII\textsuperscript{th} student (2) To study correlation between curiosity and
intelligence of VIII\textsuperscript{th} Army school students major findings are (1) cancelation of curiosity and Achievement of army school students correlation between curiosity and Achieve end of students there is not any (2) there is not any co-relation between curiosity and intelligence of army school students (3) There is positive co-relation between Achievement and intelligence of students.

**Modak (2004)**: conducted a study on difficulties of science teachers in the secondary schools of greater Bombay.

The major findings were:-

1. 20% schools follow lecture method.
2. 54% teachers follow lecture method.
   39% follow demonstration method.
3. 3% follow experimental method.
   2% follow teaching & testing method and 4% discussion method.

**Muddu (2003)** studied the prevalent status of instructional procedures in Biology in high schools and found that:

1. 59\% of teachers stated that they did not have adequate classrooms to teach biology.
2. 85\% stated that instructional procedures followed them were not according to the aims and objectives of teaching biology due to non-availability of adequate teaching aids.
3. Most teachers preferred only lecture demonstration method.
4. Reference books, magazines, general books informative pamphlets were not adequate in school libraries,
5. In 70\% schools there were no separate labs for biological sciences and 30\% schools there were improvised lab facilities. Also due to lack of leisure periods and overcrowded classrooms the teachers expressed their difficulty in conduction demonstrations and practicals.
6. Tools such as demonstration table, bullet in boards etc. were in poor condition.
7. Availability of aids like film strips, projectors, microscopes etc. were very inadequate.
Narayanswamy (2004): Conducted an inquiry into the teaching of social studies in the schools of Madurai and allied problems. He found that a well-equipped social studies lab is rarely found. Library facilities were also poor and “Avidities” which are mentioned in the syllabus for learning social studies in a play way are hardly followed.

Pillai (2004): Conducted a survey of teaching Maths in secondary schools in Kerala. The major findings were:

1. Many schools do not have facilities to teach graph. There were lack of instrument boxes and other aids and models.
2. Reference books are rarely found in the library.
3. About 97% of teachers teaching maths are having a degree in maths and are trained in the method of teaching maths.
4. Many teachers lack knowledge of modern trends in teaching maths and are not familiar with modern maths books and literature.
5. Home assignments were given but only 37% of teachers correct them.
6. 74% report that curriculum is heavy and there is no adequate time to handle all aspects of teaching.

Pillai (2006) studied the difficulties of maths teacher and concluded that the difficulties were due to:

1. Lack of sufficient time.
2. Student’s inability to understand the subject.
3. Non availability of teaching aids.
4. No double periods in the time table.

Pandya (1996) A study was conducted on job related political orientation of teacher educators in relation to their psychological and professional characteristic.
A sample of 45 teachers’ educators from both SNDT Women’s University and Mumbai University was studied.

The findings of the study revealed that the achievement motivation of teacher’s educational is substantial, affiliation motivation is substantial and Power motivation is low. Job related political orientation of teacher education is low. Self evaluation of teacher performance and self rating of teacher effectiveness of teacher educators are substantial.

**Panda M.** The relationship of parental life style and intellectual achievement, responsibility, adjustment and cognitive performance among underprivileged children at PHD level at Utkal University

**Pandey M.R. (1981)**. At PH.D Level they studied and conceded that the results should be very wear that tribal students were not able get the proper education Opportunities by formal educational stop, and their social actual book awarded and gap between the school family

**Patel, D. (1994)** Academic achievement in relation to cognitive and personality differential of disadvantage aged and advantaged and concluded All the three groups, V12-SC, ST. and the advantaged children differed significantly in their achievement in academic subjects, in intelligence, self – concept creativity teacher estimation linguisitc competence and achievement motivation on all the variables related to academic achievement Viz intelligence self concept creativity, teacher estimation, linguisitc competence and achievement motivation the advantaged children scored significantly-higher than all three groups differed significantly than the SC and ST children in their aspirations regarding education occupation and in come.

**Quadri syed javeed (2012)** This was study of intelligence and personality characteristic of a studied of psychological study . Present conduits 200 students that belong to Aurangabad to
examine intelligence and personality character of the student austral fair. Intelligence is the test that is developed and spandrel 2nd by Raymond cattails (1950) and NEO personality scale by paul T. costa Jr. Ph.D & Robert mcare ph.D 1989 were used. Besides a PDS was needed they concluded that High intelligence students have more opportunities then the low intelligent students. The students those who are intelligent have weigh consciousness then the low intelligent students.

Rchi Dubey The relationship between emotional intelligence and academic achievement og under graduate students at the Ph.D work. They study and founded that there is no relationship booth emotional intelligence and academic achievement of under graduate students of arts and Science stream. The exception was significant positive relationship between emotional intelligence.


Objectives:

1. To identify effective science teachers on the basis of selected criteria.
2. To analysis the teacher behavior of selected effective science teachers with respect to their content processing behavior. Interactive behavior and teaching skill behavior.

The study adopted the survey method of research. The investigator identified two sets of criteria for identification of effective teachers.

1. Rating criteria of heads of institution, teachers and pupils.
2. The achievement criterion.

The sample for first objective consisted of 110 experts, researchers. Teacher education and science teachers and 215 secondary school teachers of 54 secondary school of Mysore city. For second objective 17 effective teachers were included in the sample. The self made tools used for data collection were previous knowledge achievement tests, verbal and non verbal component of teaching skills and observation schedules. Data were collected through
administration of tests, observation of classroom teaching behavior of teacher and recording teacher’s voice through audio cassette recorders. Data were analyses through content analysis approaches. T-test and ANOVA

Findings:-

1. Among the content processes employed by effective science teachers to process the components of content irrespective of the topics and subject analysis and assumption content processes were found common with all the teachers.
2. Other content process like categorization application of principles and logical reasoning were meagerly employed only by a few effective teachers.
3. There was no concurrence in interactive patterns observed with teachers.
4. Some of the teacher were moderately interactive patterns were often observed with all the effective science teachers.
5. Teacher initiated interactive patterns were often observed with all the effective science teachers.
6. Among teacher imitated interactive patterns substantive interactive patterns were found in common with all the teacher although there was a variation of degree in making use of such key interactive patterns from to teacher.

Rangachari and Kulkarni (2005): conducted a research on the provision of teaching facilities for English at class V level in Mysore state, Bangalore. The aim was to find out the prevailing facilities for teaching of English with a view to diagnose its deteriorating standards. The finding revealed that for most of the teacher, the objectives of teaching English were not very clear. They could not even rate the language skills in order of their importance appropriate methods of teaching English. The grammar and translation method. Was followed sometimes even without the knowledge of its sometimes. Even without the knowledge of its principles and most of the schools had neither schools libraries nor any aids in language teaching
Swarnamma (2004) conducted an enquiry into teaching of biology in the upper primary schools of Kerala and found that most teachers resorted to lecture demonstration method. Due to lack of facilities in schools lack of mastery of the subject matter on part of teacher. Overcrowding in the classrooms, the teachers found it difficult to teach and also the students found it difficult to follow.

Suneetha Hangal and Vijaylaxmi A. Aminabhavi (2007) The self concept of emotional maturity and achievement motivates the adolescence and homemaker at the project level studied and wondered that the present study was assessed for the impact of maternal employment on the sey concept emotional maturity and achievement motivations to the adolescents.

The result that come out told that the child in the stage of adolescence of homemake is have a significantly higher self concept at was also motive that emotional maturity and female children of these whether are highly achievement oriented.

Sharma Kanak (2007) studied the emotional intelligence amongst the adolescents. The study was in relation with the adjustment and defuse mechanism He at has Ph.D level studied and conducted that the present study is likely to prove the lumens’ importance to the educational thinness. The teachers and psychologists and the others who lead a happy and won tented life are balanced between emotional intelligence and adjustment and defense mechanism and refused by the teachers, parents and the society. They may provide with such guidance and training for the development of these propensities try with the ad descent shall be able to lead a happy and won tented life and may be successful in the professions of life too emotionally intelligent poison is well adjust and the can perceive and assimilate the emotions of self and others. He can return them according to the situation .emotions have no relation with the defense of emotional intelligence teaches one the face reality beryldly Bur where as defence mechanism is a men’s to run away from the met life situation in aq9dal to relieve from the stress.
S. Maryam Mousavi, Marzieh Racesi (2008) “Study of Relationship between emotional intelligence and Educational Adjustment in pre-University Girls students of Tehran.” This type of study was carried out to investigate the relationship between emotional intelligence and educational adjustment. The study was descriptive. There were about 300 girls Student who were selected via multi stages stratified random sampling. The instruments for gathering this data were Bal-on emotional intelligence and a questionnaire and adjustment inventory for high school students.

The result of this study concluded that there were significant correlation between the emotional intelligence and educational adjustment.

Siddique (2007) : carried out a study on difficulties encountered in implementing B.Ed. methods in the teaching of maths and science in secondary schools. A qualitative analysis of the data collected from 50 Teachers was carried out.

Major findings were:

1. 54% teachers consider inductive-deductive methods as the most correct method of teaching maths but could not follow it for the lack of time.
2. The second preference was given by 40% teachers to analytic-synthetic methods.
3. Project method was given third preference by 14% Teacher but they did not practice it as it was time consuming and not applicable for day to day teaching.
4. More than 60% of the teachers followed lecture method doing two sums in a period and giving full exercise as home work. They followed it as it was more practicable and the course can be completed within a short time.
5. 46% teachers did not attend orientation courses in Maths for teaching science more than 60% preferred demonstration method as it was a scientific method 24% teachers preferred lecture method but 60% followed it it save time and covers the course.
**Surinderjit kaur & Harjit kaur (2008)** Studied the effectiveness of training of emotional intelligence in adamant students. At his Ph.D level the conclusion that this study founded that in the country the value of \( t = 762 \) for reuifaluty urbane hosing and \( t = 16.36 \) for emotional extraction which were significant at \( p < 0.01 \) level and sheetsed that the training for ET on subjects was significant at \( p < 0.01 \). This training for the Elons the subject was effective in redoing the lebitalaibility and Emotional exhaustion which means that the sale for this subject in the pest raining session. The poetical of this training was outhouse abed effective management irritability and emotional exhaustion of the subject science there are hero traits of EI.

**Shrivastav, Nidhi (2007)**

“A study of emotional intelligence in relation to advisement in environmentalstudies.”

Studied the emotional intelligence in relation to achieve the environment of students. At the Ph.D level she studied and concluded that it is evident that T-ratio is significant at as level.

The statistical evaluation of the various revealed this present of

1) Boy come from co-education and unisex education school
2) girls come from unisex education school. Low achievement in this subject exhibits less emotional intelligence. The students those who are emotionally intelligent may be more emotionally stable and sensitive to this environmental issue than their less emotionally counter parts. This can facilities their learning about the environment. This findings draw an indent support from the views of golden (996) that 80% of people marks should prepare the content of EVS in such a way students use their emotional intelligence.

**Sathyagtitajjan : (2004)** studied competency personality motivation and profession perception of college teachers.

The main findings of the study were as follows:
a) Teacher competency was related to intelligence. Emotional stability, conscientiousness, tender mindedness tested nature, placid nature, and self-sufficiency and relaxedness factors of Chattel’s 16PF questionnaire.

b) It was significantly related to creativity, dynamism, organized demean out and warmth acceptance Self actualization and profession perception of teachers.

c) The more competent teachers significantly differed from the less competent teachers in all the above variable.

Those variables that correlated significantly with teacher competence inter correlated with one another significantly.


Wolk and DuCette (2005) looked at locus of control and achievement motivation. Theoretically, they point out, an overlap is apparent, In practice the obtained correlation were not significant. Measurement problems, the nature of the relationship and the possibility that the theory is wrong were all suggested as possible explanations.

2.3 Conclusion:

The teacher expected the challenge of researches title of emotional intelligent & teaching. The research of study on language reactivity, Inching intelligent. Imation inelegant of student teacher imp regent study as a review purpose.