2.1. Introduction

This part of research has tremendous importance as it lays the foundation of the research. Review of related literature guides the researcher as it presents a clear picture of trend of research conducted in a particular field. It also helps the researcher to find out the gaps in researches already conducted and the area which needs the attention of the researcher and needs to be worked upon. Survey of related literature not only orient researchers but serves other purposes. Good, Barr and Scates (1941)\(^1\) analysed these purposes as under:

i) To show whether the evidence already available solves the problem adequately without further investigation, and thus to avoid the risk of duplication;

ii) To provide ideas, theories explanation or hypotheses valuable in formulating the problem;

iii) To suggest the method appropriate to the problem;

iv) To locate comparative data useful in the interpretation of results

v) To contribute to the general scholarship of the investigator.

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In this chapter the researcher has made sincere attempts to review the available works that have been carried out in the field of Emotional Intelligence and Teaching Aptitude. The researcher has tried not only to review the literature but also to give an analysis of the literature reviewed. The work in this chapter has been categorized into two distinct headings viz.

i) Review of related literature on studies conducted in India.

ii) Review of related literature on studies conducted abroad.

2.1. Review of Related Literature on Studies Conducted on Teaching Aptitude in India

Adaval (1952)\(^2\) adopted “The Test of Aptitude for Teaching by Moss, Hunt and Wallace” for measuring aptitude of teachers under training. The analysis of data revealed a low aptitude on the part of the teachers. The conclusion was that there were very few students in our training colleges who had an aptitude for the profession. It was further revealed that women trainees had greater aptitude for teaching then men. He also found that intelligence was an important factor in determining one’s aptitude for teaching.

In a study Sharma (1971)³ used “The Teaching Aptitude Test” developed by Pandey and found that Teaching Aptitude was one of the most significant predictor of teacher effectiveness of elementary school teacher. He also disclosed that Teaching Aptitude, academic grades, socio-economic status, teaching Experience. and age, in the order of their arrangement, appeared to be sound predictors of teacher effectiveness. He also found that the teacher talk seemed to have negative correlation with the scores on the Teaching Aptitude test whereas the teacher indirect influence seemed to have a high positive association scores on the Teaching Aptitude test. He also showed that pupil talk seemed to have high association with scores on Teaching Aptitude test.

It was concluded by Mehta (1972)⁴ that the high achievers in a teacher training course were higher on all aptitudes of the Differential Aptitude Test - Verbal Reasoning, Numerical Ability, Space Relations and Abstract Reasoning.

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Vashishta (1973)\textsuperscript{5} in a study of predictive efficiency of admission criteria for B.Ed students found that academic grades, Teaching Aptitude and attitude towards teaching to be the best predictors of teacher effectiveness. Gupta (1976)\textsuperscript{6} used Jai Prakash’s Teaching Aptitude Test in his study to measure teacher effectiveness and found that Teaching Aptitude was one of the important measures of teacher effectiveness.

Thakkur (1977)\textsuperscript{7} in a study of teacher's effectiveness and their educational attitude in relation to their rapport with students and their survival and job satisfaction in the profession, found that female teachers have greater aptitude in teaching than male teachers. It was also reported that there exists significant relationship between Teaching Aptitude and general intelligence. In an attitudinal and personality study of Mutha (1980)\textsuperscript{8}, it was found that effective


teachers have significantly higher scores than ineffective teachers, confirming aptitude as a significant predictor of effective teaching.

Vyas (1982)\textsuperscript{9} studied the relationship of select factors with teaching success of prospective teachers in Rajasthan. It was found that, there was positive and significant relationship between Teaching Aptitude and teaching effectiveness in case of female teacher trainees. But, teaching success when assessed by "Teacher's Self Rating Measure", found no relationship between teaching success and Teaching Aptitude of either male or female teachers.

In a study conducted by Sharma (1984)\textsuperscript{10} on the relationship between Teaching Aptitude, intellectual level and maturity of prospective teachers found that: (i) about 75\% of teachers were found to be below average in Teaching Aptitude and intellectual ability,(ii) there existed an insignificant difference in Teaching Aptitude between male and female teachers and between teachers from different discipline ,(iii) there was a positive correlation between Teaching Aptitude ,intellectual level and morality of prospective teachers.

A study entitled “A critical study of the Scientific Aptitude and Attitude of students and Determination of some determinants of Scientific Aptitude” conducted by Ghosh, (1986)\textsuperscript{11} showed that urban students did not show better performance in the scientific aptitude test than rural students, boys did not possess more scientific aptitude than girls and urban students belonging to the high socio-economic status group had more scientific aptitude than urban students belonging to low SES group.

Mehna (1986)\textsuperscript{12} conducted an investigation into some factors affecting academic achievement in science of standard IX students of greater Mumbai. The major findings of the study were verbal intelligence, motivation for learning general science, scientific knowledge and aptitude, numerical ability, liking for teachers of science and interest in medicine were significant predictors for achievement of class IX students in General Science.

Donga (1987)\textsuperscript{13} found that teacher aptitude is not a factor to control the adjustment behaviour of the student teachers. The study

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also suggests that female teacher trainees are more adjusted than male trainees. Trainees of different colleges differed significantly in adjustment. Trainees coming from science faculty have the lowest adjustment. In a comparative study of creative and non-creative B.Ed pupil teachers in relation to teaching effectiveness, self concept and some personal values, Singh (1987)\textsuperscript{14} found positive and significant correlation between Teaching Aptitude and teaching effectiveness.

More (1988)\textsuperscript{15} examined the relationship between teaching effectiveness, Teaching Aptitude and personality traits of Secondary Teachers in Nagpur. The objective was to find out the standard of in-service teachers by evaluating the relationship between the teaching effectiveness, the Teaching Aptitude and the personality of the teachers. On the basis of research findings it was revealed that only 6 factors out of 16 factors of personality (R.B.Catell) 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 teachers is found to be influencing effective teaching and ineffective teaching.


The study attempted to bring an improvement in the criteria for admission to the teacher preparation Programme (B Ed. Training for Secondary teachers).

Meera (1988)\textsuperscript{16} studied the relationship between Teaching Aptitude and Classroom Verbal Behaviour of teacher trainees at Avinashilingam Institute for Home science and Higher Education in Coimbatore. The objectives of the study were to find out if there is any relationship between teacher behavior and Teaching Aptitude; to study the relationship between various aptitude factors and different components of classroom behaviour; to compare the behaviour of student-teachers who have secured high scores in the aptitude test with those who have low aptitude scores Major findings of the study revealed that (i) There was a significant negative correlation between silence, confusion Ratio and the three aptitude factors and the total aptitude score.(ii) There was a significant correlation between Teaching Aptitude score and content cross score.(iii) Two of the aptitude factors, namely mental Ability and General information were significantly correlated with content cross score. (iv)The high Aptitude group and the low aptitude group differed significantly in

four behaviour components. (v) Teacher Talk, Teacher Response and Content Emphasis were significantly higher in the high aptitude group.

Academic achievement was significantly related to Teaching Aptitude. A study on Teaching Aptitude and its relationship with teaching effectiveness of the Hr. Sec. School teachers of Madhya Pradesh (in relation to the modern community) conducted by Bhasin (1988)\(^{17}\) showed that there is a positive correlation between attitude towards teaching and teaching efficiency. Further the findings also revealed that Teaching Aptitude had a significant positive correlation with teaching effectiveness but it had no direct relationship with teacher community participation. A significant difference was found between Science and human science teachers in relation to Teaching Aptitude. And No significant difference was found between rural and urban, government and non government and male and female teachers with regard to their aptitude and effectiveness.

A research conducted by Kahlon and Saini (1989)\textsuperscript{18} on “Impact of Teacher Education on Teaching Aptitude of Punjab Agricultural University Education Graduates” revealed that Teaching of Education Courses affected the development of Teaching Aptitude.

Alexander, (1990)\textsuperscript{19} studied the influence of critical thinking, Scientific Aptitude and Socio Economic Status on Achievement in Science. He showed that where as six differences in achievement existed, all the three variables contributed significantly to achievement.

A cross sectional study on the effect of academic motivation and scientific attitude on scientific aptitude of students conducted by Mukhopadhyaya (1991)\textsuperscript{20} indicated that both the correlates stated contributed to and could together predict the criterion variable.

Teaching Aptitude and Attitude towards Teaching with reference to sex, age, faculty and category of Secondary School Teachers in Andhra Pradesh was studied by Reddy (1991)\textsuperscript{21}. Major Findings of the study suggested that (i) The female teachers

performed relatively better in the Teaching Aptitude Test. (ii) Age and faculty didn’t influence the performance on Teaching Aptitude Test. (iii) Experienced teachers and teacher awardees exhibited a statistically significant superior performance over student teachers.

The findings of Diwan (1991)\textsuperscript{22} on “A study of the predictors of academic achievement of Student - teachers in terms of aptitude, attitude, participation and human values” showed that Academic Achievement of Student- teachers were related to Teaching Aptitude, attitude, Co-operation, dedication, nationalism, Scientific Outlook, tolerance and entry level. (i) Female Student- teachers were found significantly higher in comparison to male student-teachers in all the eleven variables, viz. academic achievement in total, theory and practical, aptitude, cooperation, dedication, nationalism, science outlook, tolerance and entry level. (ii) Student - teachers of urban background were found significantly better as compared to student-teachers of rural background in all the eleven variables viz. academic achievement in total, theory and practical, aptitude, cooperation, dedication, nationalism, science outlook, tolerance and entry level.

\textsuperscript{22} Diwan. “A Study of the Predictors of Academic Achievement of Student-Teachers in Terms of Aptitude, Attitude, Participation and Human Values”, Fifth Survey of Educational Research 1988-1992, New Delhi: NCERT.
Shah (1991)\textsuperscript{23} examined the predictive value of the determinants of Teaching Effectiveness. Major outcomes of the study are; (i) Teaching effectiveness was significantly affected by Teaching Aptitude, job satisfaction, job attitude, job motivation, personality, Value pattern, self concept, intelligence and organizational climate. (ii) The variables like – locality, type of school, level of education qualification, grade and teaching experience also determined teacher effectiveness to some extent. (iii) Teachers’ satisfaction with the nature of work & working conditions, positive attitude towards the children and the job, adaptability, mental ability, professional information, intelligence, knowledge, value intellectual self concept, political value and some job motivation factors, e.g. Peaceful quality of job, livelihood influencing opportunity and enough leisure were assessed as the paramount determinants of teacher effectiveness.

Jain (1992)\textsuperscript{24} carried out “A study of creativity in relation to the Teaching Aptitude, skills and personality variables of pupil teachers”. A sample of 280 pupil-teachers from two colleges of Nagpur was taken for the study. The study came out with the findings that: (i)


Positive and highly significant correlation was found between creativity and classroom creativity, Teaching Aptitude and teaching skills. (ii) Low but positive and significant relationship was found between teachers’ classroom activity and Teaching Aptitude.

Kukreti (1992)\textsuperscript{25} attempted to find out the psychological correlates of teaching efficiency and suggested that a significant positive correlation was found between the variables, teaching success and Teaching Aptitude. A research study conducted by Rao (2004)\textsuperscript{26} on scientific attitude, scientific aptitude and achievement to identify the levels of these three present in secondary school students revealed that students are with average scientific attitude, scientific aptitude and achievement in Biology. The scientific attitude, scientific aptitude and achievement in Biology have a significant positive interrelationship.

Sharma (2006)\textsuperscript{27} carried out “A study of Teaching Aptitude in Relation to General Teaching Competency, Professional teaching and Academic Achievements of B.Ed. Pupil teachers”. Findings of the


\textsuperscript{26} D. Rao, “Scientific Attitude, Scientific Aptitude and Academic Achievement, A Comparative Study”, retrieved from www.google.co.in, 2004

study revealed that Academic Discipline (subject) of pupil teachers does not contribute to their Teaching Aptitude, Mean scores of Female Arts pupil teachers was significantly higher than that of Male Arts pupil teachers, Teaching Aptitude of the pupil teachers was significantly correlated with their general teaching competence, professional interest and academic achievements. Teaching Aptitude of pupil teachers was significantly affected by their general teaching competence and professional interest. Effect of academic achievement on Teaching Aptitude of pupil teachers was positive but not significant at acceptable level of confidence.

Babu And Rao (2007)\textsuperscript{28} in a study on ‘Teaching Aptitude of Primary School Teachers” concluded that Primary teachers had high Teaching Aptitude and there was no influence of gender, age and experience of the teacher, management of the school and locality of the school on the Teaching Aptitude of Primary School Teachers.

A study on the Academic Achievement, Teaching Aptitude and the Personality Traits as the predictors of success in Elementary

\textsuperscript{28} Kucchipudi Bujji Babu and Digumarti Bhaskara Rao. Teaching Aptitude of Primary School Teachers, Sonali Publications, New Delhi, 2007
Teacher Training was conducted by Kaur, D (2007)\textsuperscript{29}. A sample of 400-teacher trainees, were selected randomly from seven District Institutes of Education and Training of NCT of Delhi. Results revealed that academic achievement of student teacher at +2 level has high correlation with all the indicators of success in the elementary teacher education course except with school teacher rating. It contributed 23\% in the predicting success of external examination of ETE course. The components of Teaching Aptitude namely ‘Cooperative attitude’ and ‘Optimism’ had contributed significantly to all the indicator of success. Personality traits of student teachers have also high correlation with the entire success indicator in ETE course. Academic achievement, Teaching Aptitude and personality traits, all together contributed 25\% to the total assessment on indicator of success in ETE course.

Kaur, (2007)\textsuperscript{30}, examined the impact of B.Ed program on teacher effectiveness, personality, Teaching Aptitude and attitude towards teaching of prospective teachers. The investigator tried to evaluate and enquire the change in drives, thoughts, beliefs and

\textsuperscript{29} Dushyant Kaur. “Academic Achievement, Teaching Aptitude and the Personality Traits as the Predictors of Success in Elementary Teacher Training – A Study”, 2007, retrieved from www.jmi.nic.in/Research/research ab education.htm on 29.12.2010

\textsuperscript{30} Harvinder Kaur “Impact of B.Ed Programme on Teacher Effectiveness, Personality, Teaching Aptitude and Attitude towards Teaching of Prospective Teachers”, 2007, retrieved from www.edu.nic.in
behavior of pupil teachers as a result of the training program. It was found that B. Ed program was effective in bringing positive changes in teacher effectiveness, Teaching Aptitude, attitude towards teaching and personality traits of prospective teachers. The study revealed that B Ed program had more favourable effect on teacher effectiveness of female teachers as compared to male teachers. It further added that B. Ed program was equally effective in enhancing Teaching Aptitude and attitude towards teaching of both female and male prospective teachers. Further, Male teachers were found to be more frustrated as compared to female prospective teachers.

A normative survey conducted by Ramakrishna (2008)\textsuperscript{31} to find out assessment of Teaching Aptitude of students in B Ed colleges in Hyderabad revealed that female students possess more Teaching Aptitude than male students and there was a positive relationship between EdCET ranks and scores on Teaching Aptitude. In a study of self-esteem and Teaching Aptitude of DT Ed. students, Ranganathan (2008)\textsuperscript{32} found that there is a significant positive relationship between high self-esteem and Teaching Aptitude and there is no significant


different between males and females and the level of self-esteem and Teaching Aptitude. In a study on “Emotional Intelligence of Student Teachers at Primary Level in Puducherry Region” Singaravelu (2009) concluded that majority of the student teachers had high level of Emotional Intelligence. No significant difference was observed in Emotional Intelligence between men and women student teachers.

Srivastava and Pratibha, (2009) attempted to study the relationship of teaching competency to Teaching Aptitude and professional commitment on 300 primary school teachers of Pilibhit District of Uttar Pradesh. The findings of the study showed that a positive and significant correlation existed between Teaching Aptitude and Teaching Competency of primary school teachers. Further it was also found out that middle Teaching Aptitude teachers showed better classroom presentation, evaluation and overall teaching competency than the low Teaching Aptitude group. Teachers with high Teaching Aptitude had shown significantly higher mean values on presentation, evaluation, managerial aspects as well on overall teaching competency than teachers with low Teaching Aptitude.

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33 Singaravelu “Emotional Intelligence of Student Teachers at Primary Level in Puducherry Region”, retrieved from http://www.aiacer.net/ejournal/vol1920712_Singaravelu.htm
34 Srivastava and Pratibha. “Relationship of Teaching Competency with Teaching Aptitude and Professional Commitment”, Perspectives in Education, Silver Jubilee Year, Vol.25, No.3.2009
Teaching Aptitude was found to be an effective variable for the teaching competency of primary school teachers. Both high and middle Teaching Aptitude teachers were found to have almost similar mean scores on overall teaching competency and presentation, evaluation and managerial aspects of teaching competency. Teaching Aptitude was found to increase better presentation, evaluation and managerial aspects and consequently increasing teaching competency.

A study undertaken by Saharan and Sethi (2009) on “A Study of Mental Ability of Secondary School Teachers in relation to their General Awareness, Attitude and Teaching Aptitude showed 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.

Kuraishy and Ahmed (2010)\textsuperscript{36} performed a study on “Teaching Aptitude of prospective Teachers in Relation to their Academic Background” and found that Academic Background plays a prominent role in affecting the Teaching Aptitude and hence gives stress on the need to encourage students with good academic background to take up teaching profession. Teaching Aptitude is a vitally important aspect of teaching profession which plays a significant role in affecting the work performance of the teachers. It also emphasizes on the need to study Teaching Aptitude thoroughly and deeply in order to plan a strategy for helping the teachers as well as the entire teaching – learning process.

A study conducted by Sajan (2010)\(^37\) on Teaching Aptitude of Student Teachers and their Academic Achievements at Graduate Level revealed that majority of students have ample Teaching Aptitude. The female students are found to be significantly better than their male counter parts in Teaching Aptitude Test. The academic achievements at graduate level examination had no substantial relation with Aptitude in teaching.

A study undertaken by Taneja and Sangwan (2010)\(^38\) to establish relationship between general teaching competency and Teaching Aptitude of prospective teachers of Rewari District revealed that most of the prospective teachers had average general teaching competency and Teaching Aptitude. Further it was also found that there exists a positive relationship between the general teaching competency and Teaching Aptitude of prospective teachers of Rewari District.

Augustine (2010)\(^39\) studied the extent of relationship between Teaching Aptitude, Teaching Competency, Academic Background and Achievement in Educational Psychology of student-teachers in


\(^{38}\) N.Taneja and A.Sangwan. “General Teaching Competency and Teaching Aptitude of Prospective Teachers of Rewari District”, Indian Psychological Review, Vol.74, No.3, page 147-152, 2010

the colleges of education. The results of the study revealed that there was significant positive relationship between teaching competency and Teaching Aptitude of student-teachers. There was no consistent positive relationship between academic background and Teaching Aptitude. There was no significant positive relationship between Teaching Aptitude and achievement in educational psychology. There was no significant difference between Men and Women student teachers in teaching competency and Teaching Aptitude.

An Assessment was made by Umashankar (2011) on Teaching Aptitude of Students Studying in Engineering College in west zone of Tamil Nadu and found that at female students had greater Teaching Aptitude than male Students. 14.5% of the students had high Teaching Aptitude, 33.5% had average Teaching Aptitude 52% had low Teaching Aptitude. There was no correlation between the discipline and Teaching Aptitude of students.

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2.2. Review of Related Literature on Studies Conducted on Teaching Aptitude Abroad

Very few studies have been conducted abroad on Teaching Aptitude. A study was conducted by Gipson (1960)\(^4\) on Relationship of Teaching Aptitude to Age, Sex and Classification of Students at Southern University. The George Washington University Test of Teaching Aptitude was administered to 353 students primarily enrolled in the courses, introduction to education, principles of secondary education and methods in elementary science and mathematics. Scores were analysed for the means, standard deviations, ranges, and coefficientsof variability according to age group, sex and classification. The results have shown that women students show a slightly higher aptitude for teaching than men on a whole. Senior students show a significantly higher degree of aptitude for teaching than sophomores or Freshmen but they did not score significantly higher than juniors. Junior students scored significantly higher than Freshmen or sophomores and only slightly lower than senior students. Aptitude appears to increase with college Experience. but shows only slight tendency to increase with ages below 29.

Ekstrom (1974)\textsuperscript{42} investigated on Teacher Aptitude and Cognitive Style: Their Relation to Pupil Performance in California. The study suggests a promising model, based on a study of elementary school teachers in California, to investigate the relationship between the cognitive characteristics of teachers, their teaching behavior, and the academic success of their pupils. In the research model, two major components which affect student achievement were measured: (1) Teacher Knowledge (knowledge of subject being taught and knowledge of teaching); and (2) Teacher Aptitude (verbal, numerical, reasoning, memory, and kinds of divergent production aptitude). It is hypothesized that certain matches between teacher and pupil knowledge, skill, aptitude, and cognitive style tend to facilitate pupil learning. A preliminary factor analysis of the above components indicates that the Teacher Test Battery developed in conjunction with this research model was actually able to measure these structures.

Ekstrom (1978)\textsuperscript{43} made a study on Relationship between teacher aptitudes, teaching behaviors and pupil outcomes. A model of elementary school teacher behavior affecting pupil outcomes is

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\textsuperscript{43} Ekstrom. “Relationship between Teacher Aptitudes, Teaching Behaviors and Pupil Outcomes”, www.eric.ed.gov web 15\textsuperscript{th} Nov 2010
presented, and research based upon that model is discussed. A portion of the model, the Relationship between teacher aptitudes and knowledge, teaching behavior and pupil outcomes is focused upon. Aptitudes considered important including verbal and reasoning ability, memory, fluency, flexibility and sensitivity. 42 second grade and 55 fifth grade teachers and the pupils to whom they taught mathematics and/or reading were studied. Classroom observation, tests of students’ cognitive, affective, achievement and aptitude levels, and tests of teacher aptitude, affective and cognitive style/content tests provided a data base for analysis. Relationships between the factors tested and instructional behavior are examined. Only cognitive style and one attitude component (level of aspiration) were found consistently related over both grade levels and subject. In addition, interaction between specific teacher characteristics, especially aptitude and instructional behavior are suggested by the data.

Skipper and Charles (1993)\(^{44}\) conducted a study about the Instructional preferences of pre service teachers at three different levels of Academic aptitude. The study revealed that pre service

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teachers with varying academic ability are different in their preferences for the objectives and teaching methods of humanistic education and this should be recognized in development of Instructional strategies.

Lawrence, S. (2005)\textsuperscript{45} investigated on Show down at sex gap: Women’s intrinsic mathematics and Scientific Aptitude divides scientists and he found that relatively low number of high achieving women in mathematics and science partly reflects a lack of inherent aptitude for such pursuits. Elizabeth, (2005)\textsuperscript{46} in a study “Sex Difference in Intrinsic Aptitude for Mathematics and Science: A critical Review”, revealed that males are more focused on objects from beginning of life and therefore pre-disposed to better learning about mechanical systems; males have a profile of spatial and numerical abilities producing greater aptitude for mathematics; and males are more variable in their cognitive abilities and therefore predominate at the upper reaches of Mathematical talent.

\textsuperscript{45} S. Lawrence. “Show down at Sex gap: Women’s Intrinsic Mathematics and Scientific Aptitude divides Scientists”, American Psychological Association, 2005
A study was done by Koran, Snow and McDonald (2007)\textsuperscript{47} in Texas on Teacher Aptitude and Observational Learning of a Teaching Skill. The researchers investigated on individual differences in acquiring a teaching skill from written and video-mediated modeling procedures. 121 intern teachers were given aptitude tests representing verbal and perceptual abilities (selected from the Educational Testing Service's Kit of Reference Tests for Cognitive Factors and from a series of film and audio tests) then randomly assigned to a video-modeling, written-modeling, or no modeling treatment. Criterion performances were the frequency, variety, and quality of the modeled teaching skill used on 3 separate microteaching sessions and on 3 written measures. Analysis of variance results show that video modeling produced significantly higher performance frequencies than written modeling, with both modeling treatments significantly outperforming the control treatment. Regression analyses of Aptitude Treatment interactions show that Hidden Figures, Maze Tracing, Film Memory, and

Sentence Reproduction scores interacted significantly with the modeling treatments.

Rodger (2007)\textsuperscript{48} in a study examined a possible aptitude treatment interaction between teaching clarity and student test anxiety. Results revealed significant beneficial main effects for high vs low teacher clarity for both achievement motivation measures, but no aptitude treatment interaction between teacher clarity and student test anxiety. Yeh (2007)\textsuperscript{49} in a study suggested that pre service teachers with high levels of C.T. dispositions, CT skills, and Intra personal intelligence as well as those with judicial thinking styles, are mindful, analytical and reflective in their teaching practices and therefore more likely to continually improve their skills in Teaching Aptitude.

2.4. Review of Related Literature on Studies Conducted on Emotional Intelligence in India.

In a study, Dalip Singh (2003)\textsuperscript{50} investigated to find out whether a different level of Emotional Intelligence was required by different professions. The aim was to grade the professions in

\textsuperscript{48} Susan Rodger, Harry Murray, Cumings G. L. Anne. “Effects of Teacher Clarity and Student Anxiety on Student Outcomes (EJ 763554)”, ERIC.2007
\textsuperscript{49} Yu-Chu, Yeh. Aptitude-Treatment Instructions in Preservice Teachers' Behaviour Change during Computer Stimulated Teaching (ej 747149) eric. 2007, retrieved from http://shodhganga.inflibnet.ac.in/bitstream/10603/15529/09 chapter %202.pdf on 4\textsuperscript{th} Aug 2011

descending order with regard to EQ requirement. The data was collected using EQ test developed by Chadha, (2001). After analyzing various professions on the basis of Emotional Intelligence required, job requirements, job profile, stress experienced, and internal and external psychological, factors, a list of 27 professions were drawn up and finally 18 professions were selected from the present study. The 18 professions covered in the study were: artists, insurance, advertisement, social work, teaching, legal (advocates), tourism, politics, business/entrepreneurship, police, judiciary, administration, information technology, medicine, banking, engineering, accountancy and nursing. It may be pertinent to point out that the professions selected for the study pre-supposed a high level of intelligence quotient (IQ) among them. This is due to the fact that these professions require passing tough exams and obtaining degrees, diplomas and high academic pass percentages. The professions deleted by the experts were army, navy, air force, paramilitary, post and telegraph, forest, library, fire service and writing. The experts opined that these professions might require a separate study due to their entirely varied nature of work and the emotional competencies required.
As the sample consisted of subjects from different professions at a fairly senior level, the non-probability sampling technique was used which requires that there is no way of estimating the probability that each element has an equal chance of being included in the sample. Further data was subjected to Cluster Analysis to find cluster of professions having homogeneity on EQ scores. On the basis of the cluster analysis all the 18 professions were divided into three clusters. The first cluster consisted of four professions exhibiting an extremely high EQ level – artist, insurance, advertisement and social work which means that with reference to EQ these professions are similar. This probably indicates that one needs to have an extremely high degree of EQ to achieve job satisfaction in these professions. The second cluster had six Professions exhibiting a high EQ level – teaching, legal (advocates), tourism, politics, business/entrepreneurship and police which means that the professions in this cluster are homogeneous in nature and show some kind of uniformity. A high EQ level is required to be ‘successful’ in any of these professions. Eight professions exhibiting average EQ – judiciary, administration, information technology, medicine, banking, engineering, accountancy and nursing were categorized under the third cluster. This indicates that
individuals with moderate EQ can also perform effectively in these professions.

Shanwal (2003)\textsuperscript{51} took up a study of correlates and nurturance of Emotional Intelligence in Primary School children studying in the 4\textsuperscript{th} standard of the Municipal Corporation of Delhi (MCD) schools. Results of the study showed that all the four components of Emotional Intelligence, namely Identification, Assimilation, Understanding and Regulation of emotions correlate with each other and the overall Emotional Intelligence score. The present study points toward a possibility of two factor structure of Emotional Intelligence. The first factor components show correlation with socio-cultural and environmental variables. The second factor components show association with variables indirectly representing general intelligence, like, academic achievement. Among the different eco-cultural groups, rural children have higher Emotional Intelligence and rural boys have highest Emotional Intelligence scores, while urban boys are poorest among all the children. Girls, have higher Emotional Intelligence in comparison to boys, rural girls are better at understanding and regulating emotions while urban girls are best at identification of

\textsuperscript{51} Vinod Kumar Shanwal. "A Study of Correlates and Nurturance of Emotional Intelligence in Primary School Children", 2003 www.jmi.nic.in
emotions. Better regulators of emotions were also good at academics. Emotional Intelligence did not show any relationship with social performance or deftness and attentive abilities. The study delineates that nurturing Emotional Intelligence has definitive positive influence on the overall Emotional Intelligence of the child. The positive influence of nurturance is not only component specific but also shows spillover effect on the other Emotional Intelligence factors.

In a study on “Development of Emotional Intelligence –Some preliminary observations” Pandey and Tripathi (2004)\textsuperscript{52} investigated developmental challenges in Emotional Intelligence in sample of 50 male and 50 female from five Age Groups. They completed the measure of Emotional Intelligence consisting of identification of emotion, perception and recognition of emotion with probing, perception and recognition of emotion without probing understanding emotional meaning and emotion intensity rating. The results revealed that there was increase in Emotional Intelligence with age and females were more proficient in managing and handling their own emotions as well as of others.

Mohansundaram, Balasubramanyam and Vijay (2004)\textsuperscript{53} in a study on “Emotional Intelligence and Achievement of Teacher Trainees at Primary Level” attempted to find out the Emotional Intelligence of teacher Trainees with respect to their sex, management and type of institutions. Study was also aimed to find out the correlation if any between the Emotional Intelligence and academic achievement of teacher trainees in various subjects. Sample for the study comprised of 269 teacher trainees from Three DIETs, one Govt. TTI and three Private Teacher Training Institutions which were selected using stratified random sampling technique. The study revealed that: (i) Men and women teacher trainees do not differ in their Emotional Intelligence. (ii) Teacher trainees of Govt. Institutions and Co-education Institutions were at higher level compared to their counterparts from private and non co-education institutions in their Emotional Intelligence. (iii) It was also found that there is a significant low positive correlation between Emotional Intelligence and overall academic achievement of teacher trainees. (iv) There was no significant correlation between Emotional Intelligence and academic achievement in language and social science subject. (v) It

was also found that there is a significant low positive correlation between Emotional Intelligence and academic achievement in science and educational subjects.

Tyagi (2004) conducted a study on “Emotional Intelligence of Secondary teachers in relation to gender and age”. Sample of the comprised of 500 secondary teachers including 350 male and 150 female belonging to urban and rural secondary schools from Dhule districts of Maharastra. Results revealed that there was no significant difference between age, gender and Emotional Intelligence.

Dalip Singh (2005) in one more studies on “EQ and Managerial Effectiveness: An International Study” investigated the nature of management practices prevalent in organizations managed by Indian managerial system and those that exists in organization being managed through Japanese, American and European Managerial System. The results revealed that (i) there was a positive relationship between Emotional Intelligence and managerial effectiveness of managers i.e. The managers scoring high on EI would generally be high on managerial effectiveness also and vice versa. (ii) The

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Emotional Intelligence and Experience were found to be positively and significantly related to each other. (iii) The male and female managers are significantly different on the variable Emotional Intelligence and have different Emotional Intelligence level. The mean score indicate that female are high on EI as compared to males.

Further, findings of the study revealed that European managers possess higher EI as compared to their other counterparts in the sample. Further, Indian, American and Japanese follow them up in that order. The Japanese are found to be having the lower Emotional Intelligence as compared to others in the group.

In a study conducted by Katyal and Awasthi (2005) titled “Gender differences in EI among Adolescents of Chandigarh” about 150 students of class X (75 girls and 75 boys) aged 15 years from different government schools were selected as sample. The EI Test by Codaty (2001) was used as a tool for collecting data. The result revealed that majority of boys, girls and the total sample has good EI (61.33%, 64% and 62.66% respectively) followed by low EI (26.66, 20% and 23.33% respectively). A small percentage of subjects fell in the category of superior EI in all the tree types of sample. Besides,

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there is a difference in the mean scores of boys and girls in EI with girls having higher EI than boys. However, the difference was of only 0.01 level. Thus, the above finding may not be conclusive but suggestive of the trend.

The study of Agrawal, (2006)\textsuperscript{57} on the effects of Emotional Intelligence on relationship between deprivation and academic anxiety revealed that deprivation and academic anxiety are positively correlated in case of more emotionally intelligent girls compared to low emotionally intelligent girls, further, the social deprivation and academic anxiety are positively correlated in case of emotionally intelligent girls due to their greater understanding of emotional behaviour of their own and others.

Amirtha and Kadiravan (2006)\textsuperscript{58}, conducted a normative study on the “Influence of Personality on the Emotional Intelligence of Teachers” to find the relation between personality and Emotional Intelligence of teachers. The sample comprised of 207 teachers working in different schools of Chennai city. The findings revealed the following. (i) Female teachers have better impulse control and

\textsuperscript{57} M. Agrawal. “Does Emotional Intelligence Affects Relationship between Deprivation and Academic Anxiety?”, Indian Educational Abstract, New Delhi: NCERT, 2006

\textsuperscript{58} M. Amirtha and Kadiravan. “Influence of Personality on the Emotional Intelligence of Teachers”, Edutracks, 2006
problem solving skills. (ii) Elder teachers have more empathy than the youngsters. (iii) Post Graduate teachers have better problem solving and stress tolerance skills whereas the under graduate teachers have more emotional self awareness skills. (iv) Teachers working in private schools have more impulse control, emotional self- awareness and flexibility skills. (v) Male teachers have more preference for thinking whereas female teachers have more preference for feeling dimension of personality. (vi) Youngsters have more extroversion qualities and older teachers have more introversion qualities. (vii) The under graduate teachers have an inclination for feeling dimension. (viii) Teachers working in government schools have an inclination for intuitive dimension. (ix) The extroversion, introversion and feeling dimensions of personality have negative impact on Emotional Intelligence of teachers. Thinking and judging dimensions of personality have a significant positive impact on Emotional Intelligence. The sensing and intuitive dimensions of personality do not significantly influence the Emotional Intelligence of the teachers.
Bansibihari and Surwade (2006)\textsuperscript{59} examined The Effect of Emotional Maturity on Teacher Effectiveness. The study was undertaken to find out the Emotional Maturity of teachers, to find out the Effectiveness of Teachers, to identify the Emotionally Mature/Stable and the Emotionally Immature /Unstable Teachers, and to compare Teaching Effectiveness of Emotionally Mature group with that of Emotionally Immature group. The results of the study showed that female teachers were emotionally more mature/stable compared to male teachers who are found to be emotionally immature/unstable, emotionally mature teachers were found to be more effective in their teaching than emotionally immature teachers who were average in their teaching, male and female teachers in emotionally mature group did not differ with respect to teacher effectiveness.

In a study conducted by Pandey (2006)\textsuperscript{60} on the deprivation among emotionally intelligent girls, revealed that the girls having low Emotional Intelligence perceive various deficiencies more in their environmental factors like, social isolation, insufficient housing and other infrastructural facilities, economic insufficiency, meagre

educational opportunity, unavailability of reasonable share of pleasant emotional Experiences, lack of warmth and parental care in comparison to the girls having high and moderate level of Emotional Intelligence.

Gupta and Ram (2006) explored the Role of Sex Differences and Emotional Intelligence in the Transactional Styles among Prospective Teachers. The sample comprised of 201 B Ed. Students (72 males and 129 females). Tools used for data collection were the Transactional Styles Inventory – Teachers (TSI-Te) developed by Educational Resource Centre Institute, New Delhi and Emotional Scale by Hyde and Pethe (2001). The results indicate that supportive style is the dominant style and rescuing style is the backup style in both the sexes. Sometimes they use the rescuing style. This may be due to the protective environment of our society. Further, the results showed that Emotional Intelligence had main effect on Bohemian and Aggressive style while sex had main effects on rescuing style, normative style, problem-solving innovative style, resilient style and sulking style.

A study on the Emotional Intelligence among student teachers in relation to sex, faculty and academic achievement conducted by Patil and Kumar (2006)\textsuperscript{62} concluded that there was no significant difference between Emotional Intelligence of male and female student teachers and also between student teachers of science and arts faculty. Further they also concluded that there was no significant relationship between the Emotional Intelligence and academic achievement of students teachers.

Darsana (2007)\textsuperscript{63} studied the relationship between Emotional Intelligence and certain Achievement Facilitating Variables of Higher Secondary School Students. The findings of the study revealed that there is significant relationship between Emotional Intelligence and Socio-economic status for the whole sample and sub sample viz. boys-girls, urban- rural and govt.-private but there was no relationship between Emotional Intelligence and SES for girls and private institutions. The study also showed that there was no marked relationship between components of Emotional Intelligence and Self Concept for the whole sample and sub samples. It also shows that

\textsuperscript{62} B. Patil and Kumar, A. “Emotional Intelligence among Students Teachers in Relation to Sex, Faculty and Academic Achievement”, Indian Educational Abstract New Delhi: NCERT 2006

\textsuperscript{63} M. Darsana. “Relationship between Emotional Intelligence and Certain Achievement Facilitating Variables of Higher Secondary School Students”, 2007, www.edu.nic.in
there is substantial or marked relationship between Emotional Intelligence and Achievement Motivation and also between Emotional Intelligence and Examination anxiety for the whole sample and sub samples. Findings of the study also revealed that there is significant difference between boys and girls in their Emotional Intelligence and Emotional Understanding but there is no significant difference between boys and girls in their emotional perception, emotional felicitation of thought and emotional management. Means of Emotional Intelligence and emotional felicitation of thought were high for boys compared to that of girls. Further the results showed that there is no significant difference between rural and urban students in their Emotional Intelligence, emotional perception, and emotional felicitation of thought, emotional understanding and emotional management. Means of Emotional Intelligence was high for rural students when compared to that of urban students. There was significant difference between Government and Private School Students in their Emotional Intelligence, emotional perception and emotional felicitation of thought, but there was no significant difference between Government and Private School Students in their emotional understanding and emotional management. It could be seen
that Means of Emotional Intelligence was high for private school students when compared to that of govt. school students. It was also revealed that there was significant difference between high SES and low SES students in terms of their Emotional Intelligence and Means of Emotional Intelligence was high for high SES students than that of low SES students.

In a study conducted by Singh (2007)\textsuperscript{64} on Emotional Intelligence and organizational leadership, results revealed no significant differences between male and female software professionals in terms of EI and overall leadership effectiveness. The relationship management aspect of EI was found to be the most important predictor of leadership. Therefore, the author argues, employees need to develop their relationship skills in order to become effective leaders.

Ramganesh and Johnson (2008)\textsuperscript{65} carried out a survey on the Emotional Quotient of Teacher Educators. The study was conducted to find out the level of Emotional Quotient of teacher educators in the UT of Pondicherry and the level of Emotional Quotient of principals

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working in training colleges and training institutes and found that the Emotional Quotient of principals and teacher educators was average, teacher educators in training colleges and training institutes were found to have the same level of Emotional Quotient, there was no significant Mean difference between male and female teacher educators in terms of their Emotional Quotient.

In a study on Emotional Intelligence in Relation to Creativity, Das and Das (2008-09)\(^6\) examined the Emotional Intelligence Level of B.Ed Students. The study was aimed at finding the difference of Emotional Intelligence level between the male and female B.Ed Students, rural and urban B.Ed Students, Students of Government and Private B.Ed Colleges, and B.Ed Students from Science and Arts background, and to find out the difference in Emotional Intelligence level of students having high and low levels of creativity. 100 B.Ed students studying in 2008-09 session were selected as the sample for the study. Findings of the study revealed that students had average Emotional Intelligence level, Females students had high Emotional Intelligence level than Male students, students of Government and Private B.Ed Colleges did not differ in their Emotional Intelligence

level, there was no significant difference between Science and Arts Students in their Emotional Intelligence level. Further, there was no significant difference in Emotional Intelligence level of B.Ed students having high and low levels of creativity.

Indu (2009)\(^\text{67}\) investigated on the Emotional Intelligence of Secondary Teacher Trainees in five different colleges of Education in Coimbatore district of Tamil Nadu. The results of the study showed that there was no significant difference between male and female teachers in terms of Emotional Intelligence, type of family does not significantly influence the Emotional Intelligence of the teacher trainees and there was no significant difference among the student teachers of Government, Government -aided and private colleges of education.

Mangal et. al.(2009)\(^\text{68}\) developed an Emotional Intelligence Inventory to measure Emotional Intelligence of students in four areas viz. Intra-personal awareness (knowing about one’s own emotions), Inter-personal Awareness (knowing about other’s emotions), Intra-personal management (managing one’s own emotions) and Inter-


\(^{68}\) S.K.Mangal et al. Emotional Intelligence Inventory, Agra: National Psychological Corporation, 2009/
personal Management (managing other’s emotions) respectively. They concluded that there was not much difference in Intra-personal management and Inter-personal Management due to sex variation.

A study of Emotional Maturity in Relation to Optimism-Pessimism among Adolescents conducted by Joshi, Gupta and Tomar (2009) showed a significant gender difference on Emotional Maturity. Boys were found to be more emotionally matured than girls. Optimists respondents reported more emotionally matured behavior than respondents who had pessimistic attitude.

A study to examine the emotional maturity of Mizo adolescents a distinct tribe of North-East India by Rai and Pandey (2009) found that Mizo girls have higher emotional instability, social maladjustment, personality disintegration, and lack of independence in comparison to Mizo boys. The significant difference on total score of emotional maturity scale also indicates that Mizo boys were more emotionally matured than Mizo girls.

An investigation undertaken by Usha and Rekha (2009), on the Emotional Competence and Mental Health as predictors of Academic Achievement among the secondary school students of Kerala revealed that there is no significant difference between rural and urban pupils in and Achievement in Physics. However, Urban pupils are found superior in Emotional Competence and Mental Health whereas while rural pupils are superior in Achievement in Physics. It was also found that no significant difference exists between Government School Students and Private School Students in Emotional Competence. Significant difference was also found between Government School Students and Private School Students in Mental Health and Achievement in Physics. Government School Students were found superior in Emotional Competence and Mental health while Private School Students were superior in Achievement in Physics.

A study conducted to find out the relationship between Emotional Intelligence, Achievement Motivation and Academic Achievement of primary school student teachers in various D Ed

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colleges of Davangere City by Umadevi (2009)\textsuperscript{72} showed that there was a positive relationship between Emotional Intelligence and Academic Achievement and also between Achievement Motivation and Academic Achievement. Male and female student teachers did not differ in terms of Emotional Intelligence. Similarly, there was no difference between arts and science student teachers in terms of Emotional Intelligence. Male and female student teachers, Arts and Science teachers did not differ in Achievement Motivation.

Syiem (2009)\textsuperscript{73} in a study on “Emotional Intelligence and its Relationship to Selected Personality Characteristics of Secondary School Students of Meghalaya” concluded that there was a significant relationship between Emotional Intelligence and Personality Characteristics of Secondary School Students. It was also reported that Male students were found to have high Emotional Intelligence compared to female students. Likewise non tribal students had high Emotional Intelligence than tribal Students, and students studying in private school had high Emotional Intelligence in comparison to their Government counterparts.

\textsuperscript{72} Umadevi “Relationship between Emotional Intelligence, Achievement Motivation and Academic Achievement”, Edutracks, Vol.8-No.12, pp. 31-35, Aug. 2009 Hyderabad: Neelkamal Publications Pvt.Ltd.
\textsuperscript{73} Ibadani S. Syiem. “Emotional Intelligence and its Relationship to Selected Personality Characteristics of Secondary School Students of Meghalaya”, Thesis submitted for the Degree of Doctor of Philosophy in Education to Department of Education, North Eastern Hill University, Shillong, Meghalaya.2009
A study to assess the relationship between Organizational Citizenship Behaviour and Emotional Intelligence of the corporate executives in Coimbatore investigated by James, Velayudhan and Gayatridevi (2010)\textsuperscript{74} revealed that Organizational Citizenship Behaviour is positively correlated with EI. There was a significant difference between Executives with and Lower Authority in Civic-virtue, Courtesy, Self-confidence, Personal Fulfillment, Empathy, Anxiety and Stress and Assertiveness.

A study conducted by Hameed and Thahira\textsuperscript{75} (2010) examined Emotional Maturity and Social Adjustment of Student Teachers. The study was aimed to find out the level of emotional maturity of student teachers; to find out if there is any difference in Emotional Maturity of Student Teachers with respect to gender and type of the Institution; to find out the relation, if any, between Emotional Maturity and Social Adjustment of Student Teachers. The study was conducted on a sample of 600 student teachers belonging to various teacher training institutes of Malapuram district in Kerala. The sample was drawn by Stratified Random Sampling Technique giving due representation to


Gender and Type of the Institution. Scale of Emotional Maturity (SEM, Hameed and Thahira, 2007) and Social Adjustment Scale (Praveen and Asmabi, 2005) were used to collect data for the study. The results indicated that male student teachers were more Emotionally Matured and socially adjusted than female Student teachers. Further, student teachers from Government or Government Aided School scored better than those from private schools. It was also found that there was a positive relationship between Emotional Maturity and Social Adjustment of Student Teachers.

In a study by Jadhav and Patil (2010) on the Emotional Intelligence among Student Teachers in Relation to General Intelligence and Academic Achievement in Satara city showed that there was no significant relationship between Emotional Intelligence and general intelligence of student teachers. It was also found out that there was no significant relationship between Emotional Intelligence and Academic Achievement of student teachers.

Karim and Weisz (2010) conducted a study to explore whether employees differing in Emotional Intelligence level would


77 Jahanvash Karim and Robert Weisz. “Emotional Labour, Emotional Intelligence, and Psychological
differ in their emotional labour styles and whether these styles would mediate the impact of emotional labour on psychological distress in Quetta, Pakistan indicated that Emotional Intelligence was positively and significantly related to deep acting; surface acting was positively and significantly related to psychological distress, and neither surface acting nor deep acting mediated the relationship between Emotional Intelligence and psychological distress.

Lall, Sharma and Sharma (2011), investigated to assess The Emotional Intelligence of Scheduled Caste Students in Relation to Self-concept. The aim of the study was to find out the relationship between Emotional Intelligence and Self-concept of Scheduled caste male students of arts stream; Scheduled caste female students of arts stream; Scheduled caste male students of science stream and Scheduled caste female students of science stream. Ex-post-facto method was used for the study. The Mangal Emotional Intelligence Inventory and Bhatnagar’s Self Concept Inventory were administered on 584 Scheduled caste students of arts and science stream of Class XI selected from institutions of Meerut region through cluster random

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sampling. The sample comprised of 156 male and 144 female scheduled caste students of arts stream and 148 male and 136 female scheduled caste students of science stream.

On the basis of scores obtained by the students, it was found that out of the total number of Scheduled caste male students of arts stream, 40 students were found to have High Emotional Intelligence and 50 students had low Emotional Intelligence. In case of Scheduled caste female students of arts stream, 35 students were found to have High Emotional Intelligence and 45 students had low Emotional Intelligence. Similarly out of the total number of Scheduled caste male students of science stream, 38 students were found to have High Emotional Intelligence and 45 students had low Emotional Intelligence. In case of Scheduled caste female students of science stream, 36 students were found to have High Emotional Intelligence and 46 students had low Emotional Intelligence. Major findings of the study revealed that: (i) The level of expectation regarding achievement and aspiration, the level of confidence and the inferiority feelings is similar between male scheduled caste students of arts stream having High Emotional Intelligence and low Emotional Intelligence. However, the emotional instability and withdrawing
tendencies are much higher in case of male scheduled caste students of arts stream having low Emotional Intelligence compared to those having low Emotional Intelligence. (ii) In case of female scheduled caste students of arts stream, level of expectation regarding achievement and aspiration, emotional instability, the inferiority feelings and withdrawing tendencies are similar in students having high Emotional Intelligence and those having low Emotional Intelligence. However, the level of confidence is much higher in case of female scheduled caste students of arts stream having high Emotional Intelligence compared to students of same caste and same grade having low Emotional Intelligence. (iii) In case of science stream, the level of confidence and the withdrawing tendencies are similar between male scheduled caste students having High Emotional Intelligence and those having low Emotional Intelligence. However, the level of expectation regarding achievement and aspiration is much higher in male scheduled caste students of science stream having high Emotional Intelligence compared to male students of same caste and same grade having low Emotional Intelligence. Further, the inferiority feelings and the emotional instability is much higher in male scheduled caste students of science stream having low Emotional
Intelligence compared to male students of same caste and same grade having high Emotional Intelligence. (iv) In case of female scheduled caste students of science stream, the level of expectation regarding achievement and aspiration is much higher in students having high Emotional Intelligence compared to students of same caste and same grade having low Emotional Intelligence. Whereas the level of emotional instability, the level of confidence, inferiority feelings and withdrawing tendencies are similar in students having high Emotional Intelligence and those having low Emotional Intelligence.

The findings of Mary and Samuel (2010)\(^79\) on the influence of Emotional Intelligence (EQ) on attitude towards teaching (AT) of student-teachers at government colleges of education in Chennai showed that Emotional Intelligence of student-teachers was satisfactory and they had favorable attitude towards teaching. Emotional Intelligence was found to influence the attitude of student-teacher towards teaching and there was significant difference between Emotional Intelligence and the educational qualification of student-teachers. No significant difference was found between the Emotional

Intelligence and Attitude towards teaching in terms of gender, subject and previous teaching Experience. There existed a significant relationship between Emotional Intelligence and Attitude towards teaching of student –teachers.

Waddar and Aminabhavi (2010) investigated whether PG student staying at home and hostel do differ significantly from each other in some of the important personality variables such as self-efficacy and Emotional Intelligence. The study was conducted on a sample of 200 PG Students including 100 Students staying at home and 100 staying at hostel selected from different Department of Karnatak University, Dharwad. Both the groups consisted of 50 male and 50 female students. The study revealed that PG students staying at home had significantly higher self-efficacy and over all Emotional Intelligence compared to hostelites. An incidental analysis also revealed that demographic variables such as age, gender, order of birth and caste have significantly contributed to the self-efficacy and Emotional Intelligence of PG students staying at home and hostel.

Subramanyam (2011)\textsuperscript{81} investigated to study the Impact of Emotional Intelligence and Study Skill of High School Students. The Emotional Intelligence Scale developed by Nutan kumar Thingujam and Usha Ram (1999) and “Study Skills Inventory” developed by Professor P V Ramamurthy and Geetha Nath (1977) were administered on a sample of 60 high school students including 30 boys and 30 girls randomly selected from Class X of a Municipal High school in Tirupati town of Andhra Pradesh. Findings of the study showed that there is significant difference between boys and girls with regard to their Emotional Intelligence. However, there is no significant difference between Boys and Girls with regard to their study skills.

In a Study of Teacher Effectiveness and Occupational Stress in Relation to Emotional Intelligence Among Teachers at Secondary Stage Kauts and Saroj (2011)\textsuperscript{82} found that teachers with high emotional intelligence were having less occupational stress and more teacher effectiveness, whereas, teachers with low emotional intelligence were having more occupational stress and less teacher effectiveness.


intelligence were having more occupational stress and less teacher effectiveness. Thus, emotional intelligence was found to be helpful in reducing occupational stress of teachers and enhancing their effectiveness in teaching.

2.5. Review of Related Literature on Studies Conducted on Emotional Intelligence Abroad

Summary of Research Studies conducted abroad on different areas of Emotional Intelligence are presented below:

In a study conducted by Norwiki and Duke (1989)\textsuperscript{83}, empathy (concern for and awareness of others feelings) has been found to be associated with children being popular at school, being emotionally stable, and scoring better in school. In his study on ‘Motivation and Elite Performance’ Ericsson (1994)\textsuperscript{84} found that Olympic athletes, world class musicians, and chess grandmasters have one specific attribute in common i.e. they have strong emotional strength as an armour in the area of self discipline.

King (1999)\textsuperscript{85} reported that practicing elementary and high school administrators scored significantly higher than pre-service educational leadership students on perceiving emotions, assimilating emotions and total Emotional Intelligence. It was also found that Leadership experience had significant effect on scores for perceiving emotions, assimilating emotions, and total Emotional Intelligence. Stephane and Miners (2001)\textsuperscript{86} studied effective strategies for teaching Emotional Intelligence in higher education and revealed that Emotional Intelligence and cognitive intelligence are compensatory with respect to task performance and organizational citizenship behavior directed at the organization (OCBO). Emotional Intelligence becomes a stronger predictor of task performance and OCBO as cognitive intelligence decreases.

Akers, Miller, Steven & Haygood (2004)\textsuperscript{87} examined on a tri state need assessment of Emotional Intelligence in agricultural education. Findings revealed that the teachers identified eight out of the twenty competency areas as high level successful abilities as they

\textsuperscript{85} D. H. King. “Measurement of Differences in Emotional Intelligence of Pre-Service Educational Leadership Students and Practicing Administrators as Measured by the Multifactor Emotional Intelligence Scale”. Dissertation Abstracts International, 60(03A), 0606,1999


believed these components as important and hence wanted to include in their curriculum. Eleven of the twenty Emotional Intelligence competency areas were identified as low level needs. This indicates that teachers do not consider these competency areas as important, and therefore do not want to include into their programs. Teachers of Agriculture Science should be provided in-service training to enable them to realize the importance of incorporating Emotional Intelligence in their existing program.

Brackett, Mayer & Warner (2004) examined Emotional Intelligence and its relation to everyday behavior. The study supported an emerging pattern of correlations between lower EI and larger amounts of alcohol consumption, illegal drug use, and involvement in deviant behavior. Finally, this study pointed to the importance of examining relations between EI and external criteria separately for males and females. There were more correlations large enough to be judged statistically significant for males than for females in spite of the fact that the size of the male sample was substantially smaller than the female sample.

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Atkins and Stough (2005) explored the relationship between age and Emotional Intelligence using the MSCEIT and the Swinburne University Emotional Intelligence Test (SUEIT). Only the SUEIT subscale 'Emotions direct cognitions' was significantly and positively correlated with age, especially for women executives. All other correlations between Emotional Intelligence and age were small but in the direction expected. In contrast, there were no significant age effects for overall Emotional Intelligence or any of the four branches of Emotional Intelligence when measured by the MSCEIT.

Studies conducted by Goad (2005) and Justice (2005) has indicated the importance and value of Emotional Intelligence in teacher preparation programs. Their research indicates that pre-service 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 found to be linked to both classroom management performance and teacher retention factors for new and novice teachers.

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In a study titled “The Emotional Intelligence of students indirectly contributes to academic success in Information Technology Studies.” Ho (2005)\textsuperscript{92}, explored the assumption that a demanding curricula often requires more than innate intelligence. The study measured coping strategies and Emotional Intelligence on six hundred and more students of twenty different institutions in the United States. The researchers found that although students’ Emotional Intelligence was not directly linked to academic success, students with higher levels of Emotional Intelligence had more self-efficacy, (self confidence and knowledge that one can handle any problems, challenges and situation effectively and efficiently) and that having more self-efficacy in turn enhanced their academic performance. An important implication of these findings is that computing curricula might need to be reframed to include Emotional Intelligence training, which is a learnable skill.

Nicholas (2005)\textsuperscript{93} studied Emotional Intelligence of Adolescents in relation to demographic characteristics and concluded that Emotional Intelligence levels were positively related to females,

\textsuperscript{93} R. Nicholas. Adolescents’ Emotional Intelligence in Relation to Demographic Characteristics; San Diego: Libra publication. 2005
parents’ education and household income. There was significant difference between males and females in terms of Emotional Intelligence scores with females showing higher Emotional Intelligence level.

Fernandez, (2007)\textsuperscript{94} conducted study titled, the relationship between Emotional Intelligence and Teaching Effectiveness. The purposes of the study were to explore the effect of Emotional Intelligence skills in effective teaching. The correlation research included two instruments, the Emotional Skills Assessment Process (ESAP) and the Teaching Effectiveness Evaluation (TEE). Using a sample of teachers at an Institute of Technology in Taiwan, the EI scores included the 10 ESAP skills, three potential problem areas, and a total EI score. The teaching effectiveness score, the arithmetic mean of a faculty member’s student evaluations, was obtained from end of course evaluations. The statistical methods of univariate descriptive statistics, ANOVA, and Pearson product moment correlation coefficient were used for data analysis. Findings suggested that higher education institutions may need to provide lifelong learning.

\textsuperscript{94} Lisa Fernandez. Emotional Intelligence Research Initiative-Dissertations; retrieved from http://www.tamu.edu/kweiooo/research/Dissertations.htm, 2007
programs in Emotional Intelligence skills for faculty in order to facilitate the development of harmonious learning environments.

In a study conducted by Penrose, Perry and Ball (2007) on ‘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.

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Tang, (2007)\textsuperscript{96} in a study “A Cross-Cultural Investigation of Academic Leaders’ Emotional Intelligence and Leadership Effectiveness in Taiwan and the United States” explored the relationships between Emotional Intelligence (EI) and transformational leadership practices of academic leaders in Taiwan and the United States. The impact of culture on EI and leadership practices was also examined. Self-perceived leadership practices and EI between the two cultures suggested culturally specific interpretations. However, it was concluded that EI provides an underlying contribution to leadership effectiveness independent of cultural influences. In order to lead effectively, increasing EI seems to be required to leverage a sense of self-awareness, to manage one’s own emotions, to manage the emotions of others, and to lead in accordance with the cultural expectations of respective organizations.

Kirkwood and Keck (2008)\textsuperscript{97} conducted a study on “Building Emotional Intelligence in Freshman Students” and examined remediation vs a course on EI, and strategies to help students find their inner locus of control, recognize emotions that drive their

\textsuperscript{96} Hui-Wen Tang. Emotional Intelligence Research Initiative-Dissertations; retrieved from http://www.tamu.edu/kweiooo/research/Dissertations.htm, 2007

behaviors, and learn a more productive means to accomplish their goals. The findings reveal that student’s failure is not because they don’t have the intelligence to do course work in college, but more often because they lack basic skills related to Emotional Intelligence. They become overly critical of themselves, or blame others for their failure. Introducing college students to EI can improve student success and persistence by encouraging systematic personal evaluation and supporting students through their coursework and into the world of work.

Emotional Intelligence and Academic Achievement in Undergraduate Students by Holt, (2008)\(^98\) illustrate the relationship between the academic success of community college students in Southern California and their level of Emotional Intelligence, as measured by Mayer Salovey Caruso Emotional Intelligence Test. This analysis illustrates the contribution of EI to cognitive ability and academic performance. The research suggests that using proven quantitative tools, there is a necessity of adding EI assessment to the admissions process and incorporating EI training into secondary education curricula which will be beneficial to students.

Pugh and Tyson (2008) conducted a project “Developing their Emotional Intelligence improves the classroom performance of student teachers. How can they be supported in this?” in a primary school and explored the hypothesis that student teachers could reflect upon feedback to improve their use of Emotional Intelligence in the classroom, thereby improving their teaching as defined by the required professional teaching standards. Qualitative analysis indicated linked improvements in performance, in terms of Emotional Intelligence and the professional standards. The study concludes that the improvements are first indications of the benefits of developing Emotional Intelligence in student teachers and that further research, with larger samples and the use of other feedback methods, has a contribution to make to teacher education.

“Supporting Leadership Capacity – Building the Community Services Sector” by Nigli and Ramkhalawansingh, (2008) participants comprised of diverse racial and ethnic backgrounds, educational and employment histories, and life experiences. They also represented a wide spectrum of community service agencies in the

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Greater Toronto Area. The findings revealed that Leaders who were high in EI seemed to develop stronger teams, to communicate more effectively with others, and to build a real social fabric within their agency. Over the course of the program they learnt and grew together as community, illustrating how both technical and emotional ability add value in the workplace. They exemplified how leader must be able to think accurately and clearly about emotions to anticipate, cope with, and effectively manage constant change.

Fariselli, Massimiliano & Freedman (2009)\textsuperscript{101} attempted to find out the relationship between Emotional Intelligence and Age. Using the Six Seconds’ Emotional Intelligence Assessment (SEI) a study of 405 American people showed that Emotional Intelligence (EQ) increases slightly with age. The relationship was slight but significant (r=.13 (p<.01)). The research shows that older people are slightly more likely to be higher in Emotional Intelligence. The finding suggests Emotional Intelligence is a developing ability; it is likely that accumulated life experience contribute to EQ.

A recent study conducted by Meisler (2010)\textsuperscript{102} of the University of Haifa in Israel, on The Link between Emotional Intelligence & Job Satisfaction suggests that a direct correlation exists between levels of Emotional Intelligence and work satisfaction. The results of the study showed that employees with high levels of Emotional Intelligence perceived organizational justice more strongly than their peers, and as a result are more satisfied and committed to their jobs. Further, higher levels of Emotional Intelligence appear to diminish levels of burnout, negligent behavior, and undesirable work attitudes.

In a research study titled “Coping Mediates the Relationship between Emotional Intelligence (EI) and Academic Achievement”, MacCann, Fogarty, Zeidner and Roberts, (2011)\textsuperscript{103} designed two studies to examine the relationships between performance measures of Emotional Intelligence (EI), coping styles, and academic achievement. In each of these studies, both EI and coping styles were significantly related to academic achievement. In Study 1, 159 community college students completed the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) and problem-focused, emotion-focused, and avoidant


coping scales. Collectively, the coping variables significantly mediated the relationship between EI and grade point average (GPA) for Emotion Perception, Emotion Facilitation of Thought and Emotion Management (but not for Emotional Understanding). Problem-focused coping was the only single significant mediator, mediating the relationship between emotion management and GPA (but not other branches and GPA). In Study 2, 293 middle school students completed the Situational Test of Emotion Management for Youths (STEM-Y) and scales measuring the same three coping strategies. In this study, the coping variables again significantly mediated the relationship between emotion management and GPA. Once again, problem-focused coping was a significant mediator. Collectively, these results suggest that better educational outcomes might be achieved by targeting skills relating to emotion management and problem-focused coping.

Akomolafe and Popoola (2011)\textsuperscript{104}, in a study on Emotional Intelligence and Locus of Control as Predictors of Burnout among Secondary School Teachers in Ondo State, Nigeria examined the

interactive and relative effect of emotional intelligence and locus of control on burnout among secondary school teachers. The ex-post facto research design was adopted for this study. Stratified random sampling technique was employed in selecting three hundred Teachers from ten Secondary Schools who served as the sample of the study. The results indicated that emotional intelligence and locus of control when taken as a whole significantly predict burnout. The relative contributions of each variable revealed that both emotional intelligence and locus of control significantly predicts burnout among Secondary School Teachers. On the basis of these findings, it is suggested that secondary school teachers should be exposed to social and emotional learning and attributional retraining programmes. These programmes should be managed by capable and qualified counselors for the desired results to be achieved.

2.6 Conclusion

In a nutshell, this chapter has portrayed the various areas of researches on different aspects of Teaching Aptitude and Emotional Intelligence. These studies and their findings have not only provided guidelines and directions and but also helped the scholar in carving out a framework to make this present research a systematic, effective
and useful. Though none of the studies cited above have dwelt on the area of the present study, still these studies have helped the Scholar in many ways in enriching the quality of present research work. The area under investigation is a novel and unexplored one especially with regard to the nature of work of secondary school teachers.