CHAPTER-2

REVIEW OF THE RELATED LITERATURE

“The competent physician must keep abreast of the latest discoveries in the field of medicine, obviously the careful student of education, the research worker and investigator should become familiar with the location and use of sources of educational information.”

Good, Barr, Scates (1941)

The term ‘review’ means to organize the knowledge of the specific areas of research to evolve a construction of knowledge to show that his/her study would be an addition to this field. The study of related literature gives an insight into the problem and helps the investigator to acquaint him with the techniques and methodology followed by earlier investigator to find and answer the problem under investigation. A review of related literature is a summary, analysis and interpretation of the theoretical, conceptual and research literature related to a topic or a theme. The investigator needs to acquire up-to-date information about what has been thought and done in a particular area. The researcher draws maximum benefits from the previous investigations, utilises the previous findings, takes many hints from designs and procedures of previous researches and formulates an outline for future research.

Without knowing the past we can not do something new in any field. If we want to do something new it is necessary to scan the past of that particular subject of the field and its related literature. It helps the investigator in selection of problem, stating the problem, defining it, in delimiting and in writing various objectives and formulating hypotheses.

“Practically all human knowledge can be found in books and literature. Unlike other animals that must start a life with each generation, man builds upon the accumulated and recorded knowledge of the past” Best (1977). The review of related literature is an essential aspect of research problem as it is a step of scientific method; it forms the foundation upon which all the future work is to be built. If we fail to acquire this formation of knowledge provided by the review of literature our work is likely to be shallow. “The keys to the vast storehouse of published literature may open the doors to sources of significant problems and explanatory hypotheses and provide helpful
orientation for definition of the problem, background for selection of procedure, and comparative data for interpretation of results.” C. V. Good.

The survey of the related literature not only helps in avoiding the unnecessary duplications but also in choosing the right sample and tools. Review of the literature helps in developing a clear-cut conceptual framework of the concepts and principles. It is an essential and important part of research work. Keeping in view the importance of reviewing the old literature, certain national and international related studies are reviewed and presented here under the three sections:-

2.1 Studies related to Teaching Aptitude
2.2 Studies related to Teaching Competence
2.3 Studies related to Intelligence

2.1 STUDIES RELATED TO TEACHING APTITUDE

Ekstorm (1978) studied “the relationship between teacher aptitude and knowledge, teaching behaviour and pupil outcomes. It was found that only cognitive style and one aptitude component (level of aspiration) are found related over both grade levels and subject. Good teacher’s aptitude and high knowledge are helpful in the positive pupil outcomes such as their academic achievement”.

Mutha (1980) conducted “an attitudinal, motivational and personality study of effective teachers which could differentiate effective from ineffective teachers. Raven’s progressive Matrices, Sinh’s self analysis form MPI, All ports ascendance – submission scale, Srivastava’s teaching aptitude test, Bhatnagar’s value scale, Singh’s marital adjustment inventory and Sharmas self concept inventory were the devices used to gather the data. The study revealed that the effective teachers had significantly higher scores on teaching aptitude than the ineffective”.

Vyas (1982) studied “the relationship of selected factors with teaching success of prospective teachers in Rajasthan. It was found that, female teacher trainees have positive and significant relationship between teaching aptitude. 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. There is no significant difference in the teaching aptitude in case of urban and rural prospective teachers in Rajasthan”.

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Sharma (1984) conducted “a study on teaching aptitude, intellectual level and morality of prospective teachers. The sample of the study included 412 student teachers who were studying in ten teachers colleges of three universities of Rajasthan. The teaching aptitude test, group mental ability test and self made teachers Morality test were used for data collection. The findings were: (1) About 75% of student teachers were below average in aptitude and intellectual ability. (2) An insignificant difference was found in teaching aptitude ability in sex wise and discipline wise compression and (3)A positive correlation was found between teaching aptitude, intellectual level and morality of prospective teachers”.

Donga (1987) found that “teacher aptitude is not a factor to control the adjustment behaviour of the student teachers. The study suggests that female teacher trainees have more teaching aptitude as compared to male teacher trainees. The study 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”.

Singh (1987) conducted “a comparative study of creative and non-creative pupil teachers in relation to teaching aptitude, self concept and some personal values. He found positive and significant correlation between teaching aptitude and self-concept. There is no significant difference in the teaching aptitude in terms of gender”.

Bhasin (1988) studied “teaching aptitude and its relationship with teaching effectiveness of the higher secondary schools teachers in relation to the modern community and found that teaching aptitude had a significant and positive correlation with teaching effectiveness, but it had no direct relationship with teacher community participation”.

Kahlon and Saini (1989) studied “the impact of teacher education on the teaching aptitude of graduate trainees of Punjab Agricultural University. The objectives of the study were to (i) to evaluate the impact of teacher education on the teaching Aptitude of education graduates and (ii) to find out the relationship between academic Achievement and Teaching Aptitude. The sample of the study comprised of all the 20 students of the B.Ed. class from the Punjab Agricultural University. Teaching aptitude test constructed by Srivastava and Prakash was applied at the start and at the end of the academic session. Finding of the study reveals that (i) various personality traits studied indicated significant
differences in favour of fairness and cooperative attitude, followed by kindliness moral character, beside wide interest, Enthusiasm and patience, respectively showing strengthening of these traits with the teaching of various education courses. (ii) Teaching of education courses effect the development of teaching aptitude. (iii) Academic Achievement was significantly related to teaching aptitude”.

Meera and Jayalakshmi (1990) found that “teaching aptitude and teacher behaviour were related. Aptitude for teaching was important criterion that determines the teacher’s class room behaviour, teaching aptitude significantly influence the amount of teacher talk and mental ability was an important component of teaching aptitude”.

Diwan (1991) revealed that “academic achievement of student teachers was related to teaching aptitude, attitude cooperation, dedication, nationalism, scientific outlook tolerance and entry level. It was also found that Human values were related to academic achievement of student teachers”.

Reddy (1991) tried to assess “the teaching aptitude not attitude of secondary schools teachers in Andhra Pradesh relates to their Age, Sex, facility and category and find out that the female respondents performed relatively better in teaching aptitude test, age and faculty did not influence the performance on teaching aptitude test, experience teachers and teacher awarded exhibited a statistically significant superior performance over student teachers”.

Feezel and Jerry (1993) conducted “a study on preparing teachers through creativity games in relation to teaching aptitude. Creative teaching which involves creating innovative lessons, games, materials, and assignments to challenge students, can be stimulated in teacher education students having good teaching aptitude by stirring up their thinking and encouraging them to explore different paths”.

Pandya (1993) studied “teaching aptitude of secondary school teachers of Gujarat state in the context of some psychosocial variables with the objective (i) to study teaching aptitude, psycho-social variables including sex, area, vocational aspirations, leadership, emotional stability, radicalism/ conservatism and socio-economic status. (ii) to study interaction effects of psycho-social variables on teaching aptitude of teachers. The study was based on the assumptions that there is no significant difference between teacher aptitude scores of male and female teachers of rural and urban areas, low and high socio-
economic status, and low and high vocational aspirations. There is no significant interaction among independent variables on teachers’ aptitude. Major finding of the study indicate that female trainees were found to obtain significantly higher score in teaching in teaching aptitude than their male counter past and no significant difference was found between teaching aptitude of urban and rural trainees. The gender groups, SES groups, vocational aspiration groups, leadership groups, personality groups of the two extreme polarities were found to differ significantly on their teaching aptitude”.

Patil and Deshmukh (1993) examined “the relationship between teaching aptitude and teaching Efficiency among 238 pupil teacher at B.Ed. level. Findings of the study reveal that (i) the male and female pupil teacher differed significantly on their teaching aptitude in favour of the female pupil teachers. (ii) The graduate and postgraduate pupil teachers also differed significantly on teaching aptitude in favour of the postgraduate pupil teachers. (iii) The experienced and in-experienced pupil teachers also differed significantly on their teaching aptitude in favour of the experienced pupil teachers. (iv) Teaching aptitude of science and art-groups did not differ significantly. (v) Teaching efficiency of art and science pupil teachers, male and female pupil teachers, male and female pupil teacher, experienced and in-experienced pupil teachers did not differ significantly while the graduate and post-graduate pupil teacher different significantly. (vi) It was found that the co-efficient of correlation between the scores of aptitude in teaching and teaching efficiency were positive and significant”.

Bhattcharya (1995) studied “teaching aptitude of science and non-science student teachers in relation to their level of anxiety. The study was aimed to compare the teaching science and non-science graduate student teachers of B.Ed., on sample of 100 (50 each for science and non-science stream) Teaching Aptitude Test constructed & standardised by Jai Prakash and Srivastava was used, and find out that there was no significant difference between science and non-science graduate student teacher in teaching aptitude”.

Kumar (1999) studied “teacher effectiveness among scheduled caste and non-scheduled caste teachers in relation to their teaching aptitude and self concept. Sample comprising 502 school teachers was drawn from government high and senior secondary schools of 8 districts head quarters of Punjab by employing multistage stratified randomizing
technique. To study the interaction effect of caste, teaching aptitude and the different aspects of self awareness upon teacher effectiveness of secondary school teachers, 2x3x3 ANOVA was used. The main findings of the study were: (i) Teachers having high teaching aptitude as well as ideal self concept were more effective. (ii) Significant difference existed in the teacher effectiveness belonging to different levels of teaching aptitude. (iii) Caste made no significant effect upon teacher effectiveness irrespective of teaching aptitude and ideal self concept. (iv) There was no significant interaction among the variables of caste, teaching aptitude and social concept on teachers’ effectiveness”.

**Reddy (2001)** conducted “a study on teaching aptitude of prospective mathematics teachers. Finding of the study revealed that both men and women prospective mathematics teachers were possessing high teaching aptitude without having any significant difference in their teaching aptitude”.

**Natesan and Rahamathulla (2003)** studied “the teaching profession perception, teaching aptitude, and personality factors of secondary grade teachers. The sample consisted of 200 men secondary grade teachers and 200 women secondary grade teachers. The tools used were teaching profession perception scale, teaching aptitude scale and Cattell’s 16 PF Questionnaire. There was no significant difference between secondary grade assistant teachers and secondary grade headmasters in teaching profession perception and all the areas of teaching aptitude except Interest and Scholarly Taste (TST) and fair-mindedness and Impartiality (FMI)”.

**Arun and Geeta (2006)** found that “the prospective teachers of both groups (male & female) have high aptitude for teaching than the other three aptitudes; guidance, management and research. Male prospective teachers were better in guidance and management aptitude while female prospective teachers have high aptitude for teaching and research”.

**Kulshreshtha and Heeranandini (2006)** studied “educational aptitude of prospective teaches. A sample of 140 B.Ed students was taken for the study. R.P. Gupta’s differential aptitude test for four fold educational activity was used to measure the aptitude of prospective teachers for teaching, guidance, management and research sectors of education. The findings were: (1) prospective teachers of both the groups (male and female) have higher aptitude for teaching than other three aptitudes. (2) Male prospective
teachers were better in guidance and management aptitude than in teaching and research. (3) General teaching competence and professional interest of the pupil teachers significantly affect their teaching aptitude. (4) Effect of academic achievement on teaching aptitude of the pupil teachers was positive but not significant at acceptable level of confidence”.

Rodger et. al. (2007) investigated “the effects of teacher clarity and student anxiety on student outcomes. In their study, they examined a possible aptitude treatment interaction between teaching clarity and student test achievement. Results revealed significant beneficial main effects for high vs. low teacher clarity for both achievement motivation measures, but no teaching aptitude treatment interaction between teacher clarity and student test achievement”.

Ramakrishna (2008) conducted “a study on the teaching aptitude of students of B.Ed colleges. The objective of the study was to study the teaching aptitudes of students of B.Ed colleges in Hyderabad based on their sex. The findings of the study were :- (i) female students posses more teaching aptitude than male students”.

Ranganathan (2008) conducted “a study on self-esteem and teaching aptitude of teachers. It was 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”.

Goel, Chhaya and Madhavi (2008) made “a comparative study of teaching aptitude of preservice and inservice teachers. The major findings were: (1) No significant difference has been found in the mean achievement scores of the preservice teachers with respect to their streams of study, teaching experience, gender and marital status. (2) The mean achievement score of the inservice teachers on teaching aptitude had been found significantly higher than that of the preservice teachers”.

Srivastava and Pratibha (2009) studied “the relationship of teaching competency with teaching aptitude and professional commitment. The findings of the present study revealed a positive and significant relation between teaching aptitude and teaching competency of primary school teacher”.

Saharan (2009) studied “the mental ability of secondary school teachers in relation to their general awareness, attitude and teaching aptitude. The findings of the study were:
(1) The teaching attitude and aptitude vary according to sex and age but types of institution and area have no effect on it. (2) Male teachers have high teaching attitude but low aptitude than females. (3) The teachers above 40 years have higher teaching aptitude and attitude than teachers below 40 years.

Kuralishy and Ahmad (2010) found “a significant difference between male and female prospective teachers on the measure of total teaching aptitude. Male prospective teachers were found to be better than their female counterparts in respect to total teaching aptitude”.

Reddy (2010) found that “both men and women secondary school science teachers possessed very high teaching aptitude. He also found that there was a significant difference in their teaching aptitude. Men teachers had a higher teaching aptitude than women teachers. It was also found that rural and urban secondary school science teachers had very high teaching aptitude with a significant difference. The rural teachers have better teaching aptitude than their urban counterparts”.

Sajan (2010) studied “teaching aptitude of student teachers with respect to their gender and academic achievement at graduate level examination. The sample for this study is selected by stratified random sampling from the Teacher Education institutions of Malabar area of Kerala. Teaching Aptitude Test Battery (TATB) developed by Singh and Sharma (1998) was used to measure aptitude in teaching. Analysis of the results show that majority of students have ample teaching aptitude. The female students are found to be significantly better than their male counterparts in teaching aptitude test. The academic achievements at graduate level examination have no substantial relation with aptitude in teaching”.

Augustine (2010) studied “the teaching aptitude, competency, academic background and achievement in Educational Psychology. A sample of 200 student teachers from 5 colleges of teacher education in Kottayam Revenue district in Kerala were taken for the study. Teaching aptitude scale (TAS) structured and validated by M/s. Psycom Services was used for the study. The findings of the study were: (1) There was a significant relationship between teaching competency and teaching aptitude of student teachers. (2) There was no consistent positive relationship between academic background and teaching
of student teachers. (3) There was no significant difference between men and women student teachers in teaching competency and teaching aptitude”.

**Prakash (2010)** studied “the professional aptitude of the IGNOU teacher trainers. The findings were: (1) There was no difference between professional aptitude of arts and science teacher trainees. (2) Professional aptitude of second year teacher trainees was better than that of first year teacher trainees”.

**Kavita (2011)** studied “the effect of classroom questioning behavior training on teaching competency of student teachers, attitude towards teaching and their self concept. A close analysis of the results indicates that the CQBT was found to be better strategy, than the conventional programme, of student teaching as teaching competence of student teachers was enhanced after CQBT. It was also found that CQBT was not only effective in improving the classroom questioning of student teachers, but it also helps in improving their self concept. The overall assessment points towards the ultimate effectiveness of CQBT and it provides a model for validation of teacher”.

**Kaneez and Syeda (2011)** examined “teaching aptitude and academic achievement of B.ed. trainee teachers. On the basis of findings it was concluded that B.Ed. trainees have above average level teaching aptitude & high academic achievement. The co-efficient of correlation between teaching aptitude and academic achievement is positive and low. There is no significant difference between male and female B.Ed. trainees for both the variables”.

**Kant (2012)** studied “teaching aptitude and responsibility feeling of secondary school teachers in relation to their sex and locale. The main aim of the study was to determine the difference between teaching Aptitude and responsibility feeling among secondary school teachers. After statistical treatment it revealed that sex and locale has no significant effect on teaching Aptitude and responsibility. However, minute differences were found in some cases”.

**Tanwar and Pooja (2012)** assessed “the teaching aptitude of pupil teachers on gender basis ( Male and Female). At 0.05 level of significance and at 0.01 level of significance, 1.01 obtained < t table, so we accept Null Hypothesis and reject alternate Hypothesis and interpret that there is no significant difference between the teaching aptitude of pupil teachers on the basis of sex. At 0.05 level of significance and at 0.01 level of
significance, 0.781 obtained < t table, so we accept Null Hypothesis and reject alternate Hypothesis and interpret that there is no significant difference between the teaching aptitude of pupil teachers on the basis of the level of education”.

**Jena (2012)** investigated “teaching aptitude of Harijan Madhymik Vidayalya teachers in relation to their teaching competency and organizational climate. For analysis and interpretations of result the investigator has used F-test (Analysis of Variance) and Product moment coefficient of co-relation techniques. The main findings of the study stated that there exists significance differences and positive relationships in teaching aptitude, teaching competency and organizational climate”.

**Tasleema and Hamid (2012)** studied “the teaching aptitude of elementary and secondary teacher educators of Kashmir division. The sample for the present study was 300 including 150 elementary teacher educators and 150 secondary teacher educators by using simple random sampling technique. For the measurement of teaching aptitude of elementary and secondary level teacher educators, Shamim Karim and A.K. Dixit’s teaching aptitude test battery was used. It was found that elementary teacher educators have more teaching aptitude as compared to secondary teacher educators on total score of teaching aptitude test battery. Among the eight dimensions, six dimensions were showing significant difference on teaching aptitude of elementary and secondary teacher educators”.

**Chugh (2012)** examined “the teaching aptitude of future teachers of Haryana. The study samples consisted of teacher trainees pursuing the Diploma in Education in District Institute of Education and Training, Gurgaon (N-174) and Government Elementary Teacher Training Institute, Mewat (N-101). The Teaching Aptitude Test Battery developed by Singh and Sharma (2011) was administered and teaching aptitude was found to be average, even though students scored significantly low on mental ability and adaptability components of the test. On correlating percentage in boards, on the basis of which students are granted admission in the institute, with teaching aptitude as well as with mental ability, a positive but weak correlation was found in both cases. No significant correlation was found between previous educational qualifications and teaching aptitude, as well as between age and teaching aptitude, although adaptability positively and significantly correlated with age. Further, contrary to many of the previous
studies, no statistically significant difference was found in the teaching aptitudes of male and female student teacher trainees, though the females’ mean was higher than that for males”.

Holm and Kajander (2012) found in their research that “a deep conceptual understanding of elementary mathematics as appropriate for teaching and good teaching aptitude are increasingly thought to be important aspects of elementary teacher capacity. This study explores preservice teachers' initial Mathematical understandings, their teaching aptitude and how the Mathematical understandings developed during a mathematics methods course for upper elementary teachers. The methods course was supplemented by a newly designed optional course in Mathematics for teaching. Teacher candidates choosing the optional course were initially weaker in terms of mathematical understanding than their peers, yet showed stronger mathematical development after engaging in the extra hours the optional course provided. Those who were having good teaching aptitude were better in teaching Mathematics”.

Leigh (2012) explored “a study on teacher pay and teacher aptitude. Can changes in teacher pay encourage more able individuals to enter the teaching profession? So far, studies of the impact of pay on the aptitude distribution of teachers have provided mixed evidence on the extent to which altering teacher salaries represents a feasible solution to the teacher quality problem. One possible reason is that these studies have been unable to separate labor supply effects from labor demand effects. To address this, I model the relationship between current salaries and the academic aptitude of future teachers (those entering teacher education courses). Using a unique dataset of test scores for every individual admitted into an Australian university between 1989 and 2003, I explore how interstate variation in average pay or pay dispersion affects the decision to enter teacher education courses. A 1 percent rise in the salary of a starting teacher boosts the average aptitude of students entering teacher education courses by 0.6 percentile ranks, with the effect being strongest for those at the median. This result is robust to instrumenting for teacher pay using uniform salary schedules for public schools. I also find some evidence that more pay dispersion in the non-teaching sector lowers the aptitude of potential teachers”.
Kanti (2013) conducted “A study of the relationship between Teacher Attitude & Teaching Aptitude of prospective Secondary School Teachers. The main purpose of the research was to study the relationship between Teacher attitude and Teaching aptitude of prospective secondary school teachers as they are the future teachers and many at times become the role models for their students. The researcher took 650 prospective secondary school teachers from 10 colleges of education under Nagarjuna university. Teacher attitude inventory by Dr. S.P. Ahluwalia and Teaching aptitude test developed by S.C Gakhar and Dr. Rajnish were used to measure the Teacher attitude and Teaching aptitude of the prospective teachers. The analysis and interpretation of the data was done by calculating the co-efficient of correlation. The major findings of the study were: 1) The Teacher attitude and Teaching aptitude have significant positive correlation 2) Academic qualifications do not have any significant influence on the relationship between Teacher attitude and Teaching aptitude of prospective secondary school teachers. 3) Methodology opted does not have any significant influence on the relationship between Teacher attitude and Teaching aptitude of the prospective secondary school teachers”.

Seetharaman and Rajasekar (2013) conducted “a study on teaching effectiveness of 820 B.ed student teachers as related to their teaching aptitude and academic performance. It was found in the present investigation that the teacher effectiveness of entire sample of B.Ed. student teachers was Average. Teaching aptitude of entire sample of B.Ed. student teachers was Below Average. The majority of the B.Ed. student teachers have moderate Academic performance with respect to the entire sample. The correlation value Teaching Effectiveness, Teaching Aptitude and Academic performance are significant and positive”.

Kaur (2014) examined “a comparative study of teaching aptitude of B.ed.(general) pupil teachers of Kurukshetra district in relation to their gender, location, stream and professional experience. It is experimental truth that effectiveness of a student’s learning is largely dependent on teaching skills of a teacher. the Twenty first century has witnessed a phenomenal change in every aspect of life due to knowledge information and population Explosion. to cope up with these changes, teachers have to be prepared to keep abreast with latest developments and time To time evaluations should be there to check the specific abilities gained by them in their field. in the present study, an Attempt
has been made to test specific capacity of pupil teachers by using teaching aptitude test battery and a comparative Study has been done in relation to gender, location, stream and professional experience. data collected reveals that there is no significant difference in teaching aptitude of pupil teachers in relation to gender, location, stream but a significant Difference has been identified in relation to their professional experience as a teacher before joining B.ed. Training course”.

**Kaur, Singh and Sangha (2014)** conducted “a study on teaching aptitude and attitude towards teaching as predictors of teaching skills of prospective science teachers. The Study was intended to predict the Teaching Skills on the basis of Teaching Aptitude and Attitude towards Teaching. Sample of the study consisted of 100 Prospective Science Teachers from Colleges of Education having permanent affiliation with Panjab University Chandigarh. The results of the study showed that teaching aptitude and attitude towards teaching conjointly predicted teaching skills significantly higher as compared to their separate prediction for prospective science teachers”.

**Kaur and Singh (2014)** studied “teaching aptitude and attitude towards teaching as predictors of teaching skills of prospective science teachers. The Study was intended to predict the Teaching Skills on the basis of Teaching Aptitude and Attitude towards Teaching. Sample of the study consisted of 100 Prospective Science Teachers from Colleges of Education having permanent affiliation with Panjab University Chandigarh. General Teaching Competence Scale by Passi and Lalitha (2009), Teaching Aptitude Test (TAT) by Gakhar and Rajnish (2009), and Teacher Attitude Inventory by Ahluwalia, (2006) were used to collect the data. The results of the study showed that Teaching Aptitude and Attitude towards Teaching conjointly predicted Teaching Skills significantly higher as compared to their separate prediction for Prospective Science Teachers”.

**Kumar (2014)** conducted “a study on teaching aptitude of prospective mathematics teachers. The objectives of the study were: (i) to compare the teaching aptitude of men and women prospective mathematics teachers. (ii) to compare the teaching aptitude of rural and urban prospective mathematics teachers. (iii) to compare the teaching aptitude of graduate and post-graduate prospective mathematics teachers. It was found that the women prospective mathematics teachers had better teaching aptitude when compared
with men prospective mathematics teachers and rural prospective mathematics teachers had high teaching aptitude when compared with urban prospective mathematics teachers. It was also found that the graduate prospective mathematics teachers possessed much more teaching aptitude than the post-graduate prospective mathematics teachers”.

**Mishra and Chincholikar (2014)** studied “the relationship of academic achievement with teaching aptitude, attitude and anxiety in M.Ed. students. Linear regression was used as a statistical tool for inferential analysis on the collected data. It was found that teaching aptitude level and anxiety are significant predictors of the academic achievement score in M.Ed. students. Anxiety was found to have a negative relationship to the academic achievement”.

**Teepen (2015)** conducted “a study on the relationship between aptitude and intelligence in second language acquisition. This study endeavors to explore and clarify the ambiguity surrounding usage of the terms *intelligence* and *aptitude* in second language acquisition in effort to understand the more central issue of how the qualities designated by these terms relate to second language acquisition. This should enable a clearer picture to emerge about the relative importance of intelligence and aptitude among the constellation of factors associated with second language acquisition”.

**Ahmad and Sharma (2015)** studied “teaching aptitude and job satisfaction of rural and urban in-service teachers – A comparative study. The aim of this study was to compare the teaching aptitude and job satisfaction of in-service teachers from rural and urban areas. On the basis of analysis and interpretation of results reported that rural and urban in-service teachers are significantly different from each other so for their teaching aptitude is concerned. It has been found that urban in-service teachers are more cooperative, more considerative and have more wide interest and scholarly taste as compared to rural in-service teachers. Urban in-service teachers have also been found to be more fair-minded and impartial and also possess high moral character and discipline as compared to rural in-service teachers. However, the urban and rural in-service teachers have been found to be similar in their optimistic attitude, motivational aspect and dynamic personality”.
2.2 STUDIES RELATED TO TEACHING COMPETENCE

Passi and Lalitha (1976) studied “Becoming better Teacher-Microteaching Approach, listed twenty one teaching competencies required in Indian situations. They are grouped under the five major factors. They are 1) Planning skills, 2) Presentation skills, 3) Management skills, 4) closure skills and 5) Evaluation skills”.

Rama (1979) identified “teaching competencies among secondary school teachers addressing the questions of desirable competencies required of a physics teacher of standard IXth and also specific teacher behaviour describing each of these competencies. In order to answer these questions, the study adopted two approaches. First, the different presage, process and product variables were factors analyzed to arrive at the set of desirable teaching competencies and second the view expressed by the students of the physics teachers were content of the studies. The competencies identified were: (i) giving assignment, loud reading, clarification, secondary loud reading, using blackboard, using reinforcement, pacing, avoiding repetition, consolidating the lesson, dealing with pupil responses, improving pupil's behaviour, audibility, using secondary reinforcement, recognizing pupils, attending behaviour, presenting verbal mode and shifting sensory channel (ii) male and female teachers did not differ in competency. There was a significant negative correlation between the self perception of language teachers and teaching competency (iii) there was a significant positive relationship between teachers’ teaching competency and liking of their pupil of their teaching behaviour”.

Mathew (1980) attempted “to identify desirable teaching competencies of physics teacher in context of presage, process and product variables. The study adopted two approaches, the different presage, process and product variables of teaching were measured and factor analyzed to arrive at the set of desirable teaching competency. Secondly view of the student of physics teacher was developed. Different variables included in the study were four presage variables, 86 teachers’ classroom behaviour under process variable, on product variables. Four presage variables studied were intelligence, teacher's attitude towards teaching, teacher's self perception of classroom behaviour. The product variable was student liking of their teacher analyzed and profile of competent physics teacher was developed in order to validate the findings of the first method. The result showed that 14 factors accounted for 68.30% of total variance. The
various related factors were (i) general teaching competency (ii) competency of teacher’s concern for students (iii) Competency of using audio-visual aids (iv) Competency of professional perception (v) competency of giving assignments (vi) competency of illustrating with examples (vii) competency of logical exposition (viii) competency of classroom management (ix) use of questions (x) competency of use of blackboard (xi) competency of recognizing attending behaviour (xii) competency of achieving closure”.

Rama (1980) conducted “a study on factorial Structure of Teaching Competencies among Secondary School Teachers. The aim of the study was to analyse the teaching competency of secondary school physics teachers of class IX. He reported the general teaching competency included competencies like competency in using audiovisual aids, competency in illustrating with numerous examples, competency in using variety of evaluation techniques, competency in evoking maximum involvement of students, competency in recognizing the attending behaviour, competency in achieving closure etc.”

George and Anand (1980) studied “the effect of microteaching on teaching self- concept and teaching competence of student teachers. The main findings of the study were (i) There was significant difference between the pre- test and post- test mean teaching self concept scores of the control group of student teachers. (ii) There was significant difference between the pre- test and post- test mean teaching self-concept scores of the experimental group of student teachers. (iii) There was significant difference between the mean gain scores in teaching competence of the control group and experimental group of student teachers. (iv) Micro- teaching facilitated the enhancement of the teaching self-concept of student teachers. (v) Micro teaching proved effective in improving the teaching competence of student teachers. (vi) Micro- teaching treatment followed by summated strategy of integration of teaching skills was found superior to micro teaching treatment based on independent teaching skills in improving the teaching competence of student teachers”.

Passi and Sharma (1982) studied “teaching competency of secondary school teachers in Indore. The objectives of the investigation were (i) to study the relationship between teachers demographic variables, sex and age at secondary level (ii) to study relationship between other presage variables such as teacher attitude towards teaching, interest in
teaching competency (iii) to study the relationship between teaching competency of secondary school teachers in terms of mathematical achievement and pupil liking of the teacher behaviour of their teachers. (iv) to develop instructional material for one of the identified teaching competency. The findings Major finding of the study were: Firstly, Fourteen factors were identified and interpreted as general teaching competencies which were: competency of teachers concern for students, Competency of using audio-visual aids, competency of professional perception, competency of illustration with examples, pacing while introducing, logical exposition, classroom management, use of questions, initiating pupil participation, use of blackboard, recognition of attending behaviours, achieving closure, giving assignments. Secondly, opinions expressed by students gave nineteen teaching behaviour liked by students such as interest, curiosity, difficult questions, clear explanation, keeping students attentive, place of teaching, experiments, interesting examples etc. Thirdly, the competencies identified through factor analysis rated closely with those expected of teachers by students”.

Pachauri (1983) studied “Proficiency in Teaching as a Function of Personality Factors. The aim of the study was to find out the influence of personality factors on professional efficiency. He found that reserved, relaxed, adjusted, and controlled teachers were more competent in teaching than those who were outgoing, tensed and possessed more anxiety. Further less intelligent, imaginative and trusted teachers with high aggression were better interacting”.

Natrajan (1984) investigated “a competency based programme in teacher education curriculum. The objectives of the study were to study the relative efficacy of competency based teacher education in the pre-service education programme of secondary school teachers and to identify factors influencing competency achievement such as social status, economic status and level of education. Natarajan found that teacher education programmes could be made more effective through a competency-based approach”.

Patel (1984) found that “interactions with colleagues could improve teaching competency. His study involved eight science teachers spread over a period of six months and noted that the discussions and guidance from colleagues resulted in 11% increase in the capacity for presentation and capacity for co- ordination of different teaching skills, in
ability and habit of using audio-visual aids for effective teaching and increase in interest in practical and written work of the pupil, and a 10% increase in knowledge of content”.

**Chathley (1984)** conducted “a study on teaching competency with the objectives to find out the difference in male and female trainees at all stages of training in the micro and macro teaching. The sample consisted of 90 trainees comprising 45 males and 45 females with the findings that there was no significant difference in the general teaching competence between male and female trainees as a result of training in integrated skills”.

**Chowdhary (1985)** conducted “a factorial study of teaching competencies of teachers teaching English at the secondary school level. The study revealed (i) there is a positive correlation of all the competencies with product variables (ii) competencies were influenced by locality of the school and (iii) Educational qualification and sex were found to be related to teacher competencies”.

**National Policy on Education (1986)** has also recommended that “norms of accountability should be strictly followed with incentives for the good performance and good teaching competency and disincentives for the non-performance and poor teaching competency. Teacher education through suggested reforms under NCTE may produce human teacher resources for better and brighter self-reliant future India. Teacher education is the vehicle for preparing those who wish to practice in the teaching profession and become competent teachers”.

**Rajguru (1988)** conducted “a study of the role of headmasters of central schools and primary corporation schools to suggest remedies to improves their competencies. He found that (i) 64.5% teachers were aware of their roles. (ii) 28 headmasters said that they observed 90.3% of lesson and arranged model lessons also. (iii) Central schools headmasters guided the primary school headmasters in their work and also visited them regularly. (iv) They also arranged seminars and workshops. However, they were not satisfied with the lesson observation work. This work was evaluated by the supervisor but there was no cooperation between them. (v) Each central school headmasters had to work for 45 hours in a week. Teaching was for 12 hours, lesson observation for 18 hours and 25 hours for other activities”.

**Prakasham (1988)** studied “the teacher effectiveness as a function of school organizational climate and teaching competency and found that (i) The open school
organizational climate positively affected both the teaching competency as well as teacher effectiveness. (ii) Teachers of urban schools significantly excelled over teachers employed either in semi-urban and rural schools or schools located in industrial areas on both teaching competency and teacher effectiveness. (iii) Females scored invariably higher with and insignificant difference in all types of schools; categorizes in terms of territory, management type and organizational climate. (iv) There existed a significant relationship between teaching competency and teacher effectiveness”.

Das and Jangira (1988) examined “the effect of intervention training in the integration of the teaching competence of student-teachers. The objective of the study was the vicarious integration and summative, additive and diode model of integration of teaching skills. The study indicated that out of the four colleges of education, which compared the summative model of integration intervention with vicarious integration, the differences in the mean gain scores were found to be significant only in the case of one college. It was also found that the only institution, which tried out diode skill integration intervention revealed significant mean gains on the general teaching competence of the student-teachers”.

Lockheed et.al. (1989) conducted “a study about family effect and teacher’s competence on Students’ achievement in Thailand and Malawi. They found that family background, teacher’s good teaching competency and prior achievement affected students’ educational expectations, perceptions of ability and effort which in turn influenced subsequent achievement. There is no significant difference in the achievement as related to teaching competency with respect to the gender”.

Singh (1989) conducted “a study on relative effectiveness of two training strategies in developing teaching competence and attitude towards teaching among student-teachers. The objective of the study was to compare the relative effectiveness of two strategies in developing competence and attitude towards teaching among students-teachers and concluded that both the training strategies were significantly effective in developing theoretical understanding of micro teaching, general teaching competence and attitude towards teaching”.

Choudhary (1990) investigated “the relationship of the teaching competencies of 178 secondary school teachers with the pupil achievement. Teachers' way of structuring
questions was important in influencing pupils' liking for teachers. Their teaching was observed on at least four separate occasions during 3 months of teaching in schools. No significant positive relationship was found between the positive attitude towards general pedagogical principals and any of the teaching competency. A week negative relationship was obtained between teachers' attitude and relationship with children. It was suggested that the fostering of positive attitudes in pre-service education, student teachers towards general pedagogical principles, on the basis of practices aimed at enhancing pupils' academic achievement might results in lower quality teaching because of its adverse effect on pupil-teachers relationship”.

**Chaudhary (1990)** identified “the competencies required of a teacher teaching English at secondary school level and also relationship with presage variable of teacher's intelligence attitude, interest, self perception and also relationship of competencies with product variable of pupil achievement in English and pupil liking for the teachers. The findings show that presage variables is a strong determinant of teaching competency. The product variables of pupil achievement also emerges as a valid and important reiteration in this study. Self perception of teachers has no relationship with any competency. The product variables of pupil liking for teacher is significantly associated with only one competency”.

**Jeannie (1990)** examined “the way the nation’s educational system distributes opportunities to learn mathematics and science among various groups of students as related to teachers’ competence. Participation and achievement in mathematics and science by women, minorities and the poor, especially in inner cities, have fewer opportunities to learn science and mathematics because of the school they attended as well as good teaching competency. Achievement in mathematics depend upon good teaching competency of teachers. There is no significant difference in the achievement in Mathematics of students as related to teaching competence in terms of gender”.

**Basi (1991)** conducted “a study of the teaching competency of language teachers in relation to their job-satisfaction, locus-of-control and professional burnout. The objective of the study was to study the difference between various groups of language teachers on the basis of sex, background of school, type of school, the language taught by the teachers and their tenure of service. The findings reveal that female teachers, urban
school language teachers, and higher secondary level language and higher secondary level language teachers were found to have more teaching competence, more externally controlled satisfied with their jobs than the rural and high school language teachers”.

**Kumar (1991)** studies “teacher competency among different group of teachers in relation with personality traits. The objectives of the study were to determine teacher competency among different groups of teachers - Arts, Commerce, Mathematics and Correlate it with personality traits. The result of the study show that no relationship exists between teachers competency and personality traits”.

**Skipper and Charles (1993)** conducted “a study about the Instructional preferences of pre service teachers at three different levels of Academic aptitude. The study revealed that pre service teachers with good teaching aptitude are different in their preferences for the objectives and teaching methods of humanistic education and this should be recognized in development of Instructional strategies”.

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

**Chardenas (2000)** reported that “teachers working in an open school climate were better in teaching competency and teacher effectiveness than those employed in school with autonomous, familiar controlled and class climate. Competent teachers had a positive impact on the academic achievement of students”.

**Alam (2001)** found “witnessed significant and positive correlation between, teaching competency, socio-economic status and academic achievement, negative relation exists between anxiety and academic achievement. Positive relationship is found between teaching competency, achievement motivation and academic achievement of Muslim and Non-Muslim children. Teaching competency as well as Socio-economic status go along with higher achievement motivation”.

**Kaushal (2001)** while studying “the effectiveness of classroom questioning behavior training on a sample of 40 student teachers which as measured in terms of change in the classroom questioning behavior of student teachers and enhancement in teaching
competence reported that CQBT helps in enhancing the teaching competency of student teachers of experimental group as compared to control group of student teachers”.

**Farah and Mohd (2002)** studied “in his comparative study of teaching competencies of the teachers trained through the formal system of education and those through the distance education system. The findings indicate that there is no significant difference between the knowledge and attitudes of teachers trained through distance mode and those trained through the formal system end there is a significant relationship between the attitudes and skills of teachers”.

**Pushpam and Sourdarajan (2004)** conducted “a study of teaching competency of secondary school teachers and found that (i) teachers working in aided and matriculation schools have better teaching competency than teachers working in govt. and corporation schools. (ii) The teaching competency of more experienced teachers is better than the teaching competency of less experienced. (iii) Aged and high income govt. teachers have better teaching competency. (iv) Private unaided school teachers have better teaching competency and post graduate have better teaching competency than the graduate teachers. (v) Permanent teachers show better teaching competency than temporary teachers. (vi) Teachers with high income have better teaching competency than teachers with low income. (vii) No difference was found between rural and urban school teachers regarding their teaching competency. (viii) Positive attitude of teachers towards teaching profession, job satisfaction of teachers and intelligence of students increase the teaching competencies of secondary school teachers”.

**Kumaraswamy and Sudha (2004)** conducted “a study on competency of teachers of differential organizational climates. The objective of the study was to examine the effect of the organizational climate on the competency of primary and high school teachers. They found that teachers working in open, controlled closed climates were found to be more competent in the interactive dimension than the teacher of paternal climate teachers of open climate were found to be better in this competency than the teachers in ‘closed’ climate and also of the autonomous climate”.

**Saini (2005)** investigated “the difference in family environment, teaching competency in their schools and academic achievement of adolescent children. In total 415 adolescents were selected randomly for eight government and private schools of Chandigarh. It was
found that family environment and teaching competency in their schools of adolescent children were significantly different. It was found that the children taught by competent teachers were better in academic achievement than non-competent teachers”.

Kukreti et. al (2005) conducted “a study on value and teacher competence: a co-relational study. The objective of the study was to study the value pattern of the competent and incompetent teachers. The study was based on a sample of 60 secondary schools of Banswara district and found that there is no significant difference between the value pattern of competent and incompetent teachers of secondary schools”.

Amandeep and Gurpreet (2005) endeavoured to find out “the impact of teaching competency on teaching effectiveness. The sample of the study included hundred teachers out of which 50 were male and 50 were female teachers. To measure teacher effectiveness Kumar and Mutha’s Teacher Effectiveness Scale and to measure teaching competence of the teachers Passi’s Scale of General Teaching Competence was used. Results of the study showed that female teachers are more effective than male teachers. Male and female teachers do not differ significantly in teaching competency. Correlation between teacher effectiveness and teacher competency was found to be positive and significant”.

Sharma (2006) found “the relationship between general teaching competency and professional interest. It was found that teaching aptitude of the pupil teacher was significantly correlated with their general teaching competency, it is also find that general teaching competency and professional interest of the pupil teacher significantly affect their aptitude. It was also found that teaching aptitude of the teacher was significantly correlated with their general teaching competency, pupil professional interest and mathematical achievements”.

Shokeen (2006) studied “the effect of classroom questioning behavior training on teaching competency of student teachers and their self concept and found that the experimental group student teachers asked more questions in their classroom as compared to the control group. The CQBT was found to be a better strategy than the conventional programme, of student teaching as teaching competency of student teachers was enhanced after CQBT. It was also found that CQBT was not only effective in improving the classroom questioning behavior of student teachers, but it also helps in
improving their self concept. The overall assessment points towards the ultimate effectiveness of CQBT and it provides a model for validation of teacher”.

**Arshed (2007)** explored “a evaluative study of secondary school teachers’ competency in English. The objectives of the study were: (i) To review the desired personal and professional competency. (ii) To find out the level of competencies of secondary school teachers in the subject of English.(iii) To find out the gaps between the desired and existing competency. Findings of the study were: (i) The teachers were competent in teaching skill of explaining the theme of the lesson. (ii) On knowledge based competency, the teachers were not competent (iii) In skill of the teachers’ teaching the students’ summary writing in their own words, teachers were competent but are not fully equipped in this skill. (iv) In the personal trait of the teachers, the teachers were well aware of objectives of secondary school education”.

**Saxena and Singh (2008)** conducted “a study on teaching competency of different level teachers with the objective to compare the teaching competency of male and female teachers. A sample of 200 teachers was selected. The result showed that teaching competency of male and female is equal”.

**Zeichner et.al. (2008)** found “competency among teaching student Teacher. The study reveals that professional interest of the prospective teacher affects the general teaching competency of the teacher. It is also found that teaching attitude of the teacher also concerned with general teaching competency. It was found that general teaching competency directly and indirectly is effected by professional interest and teaching aptitude”.

**Smriti (2008)** conducted “a study of creativity in relation to teaching competency of B.Ed. students and found that (i) There is no significant difference between the creativity of B.Ed. students belonging to rural and urban background. Therefore it is concluded that creativity is not being affected by area or region. (ii) There is no significant difference between the creativity of male and female B.Ed. students. Hence creativity is not being affected by gender. (iii) There is no significant difference between the creativity of B.Ed. students belonging to science and arts stream. Therefore it is concluded that creativity is not being affected by subjects studied by students. (iv) There is positive correlation between creativity and teaching competency of B.Ed. students”.
Sheeja (2009) studied “teaching competency and meta-cognition of secondary teacher education students. It was found that there is significant difference between male and female; rural and urban secondary teacher students in relation to their meta-cognition. It was also found that there is no significant difference between male and female secondary teacher students in relation to their teaching competency except in their interest in profession and there is no significant difference between college secondary teacher education students in their teaching competency and in their attitude towards children”.

Filipe (2009) studied “Teacher Competence and its Effect on Pupil Performance in Upper Primary Schools. The teacher competence was studied regarding Teacher training, Teacher’s characteristics, External teaching context internal teaching context, and pre-Existing Pupils’ Characteristics. The study revealed all the above mentioned factors of teaching competency influenced the pupil performance, the most important influence was that of pre-existing pupils characteristics”.

Tiwari (2009) concluded “Evolving competency based curriculum in science education for in-service primary school teachers. He found out 136 content related and 152 transaction related specific competences for teaching sciences at primary level. In-service teachers were lacking many of these competencies and he suggested adequate training programme for development of required competencies among teachers”.

Kanakala (2010) conducted “a study on The Impact of Professional Competency and Creativity on Professional Pleasure. The aim of the study was to identify the relationship among the three variables creativity, professional competency and professional pleasure. The influence of various socio demographic and professional variable on the above aspects were also analysed. The major findings of his study are (i) there is a significant positive correlation between creativity and professional competency (ii) Professional competency has significant positive correlation with professional pleasure and (iii) Demographic variables like age, sex and locality do not influence professional competency”.

Sabu (2010) conducted “a study on in-service training programmes and teaching competence of teachers. The objective of the study was to understand the teaching competence of 92 teachers with regard to in-service training programmes, age, gender and type of school. The sample selected for the investigation comprised 631 teachers of
24 secondary schools in Kollam district of Kerala. Sabu concluded that there is no significant difference in teaching competence of teachers with regard to number of in-service programmes attended, age, gender and type of school”.

Augustine (2010) studied “teaching aptitude, competency, academic background and achievement in educational psychology of student-teachers in the college of education. A sample of 200 student teachers selected from 5 colleges of education in Kottayam Revenue district of Kerala was used. The findings of the study showed that (i) There is significant positive relationship between teaching competency and teaching aptitude of student teachers. (ii) There is no consistent positive relationship between academic background and teaching aptitude of student teachers. (iii) There is no significant positive relationship between teaching aptitude and achievement in educational psychology”.

Hamdan (2010) conducted “a study of teacher competency among malesian school teachers. The study was aimed in determining their competencies with regard to their teaching skills, instructional strategies, classroom management and adoption of novel techniques for teaching and evaluation. The study revealed that all the teachers were competent and there existed a significant relationship of gender, teaching experience and specialization with their competency, where as academic qualification had no significant influence on their teaching competence”.

Rhoda and Roy (2010) studied “relationship between emotional intelligence and teaching competency. Main aim of the study was to examined the influence of emotional intelligence on specific areas of teacher competencies with respect to their conceptual, content, transactional, evaluation and management competencies and to study the extent of difference in teacher competencies among high and low emotionally intelligent teachers. Findings of the study reveale that : (i) In total, the sample revealed moderate relationship between the emotional intelligence and teacher competency. (ii) The relationship between various dimensions of teacher competencies i.e conceptual, content, evaluation, transactional and management competencies with their emotional intelligence was significant. (iii) The differential study revealed that teachers with high and low emotional intelligence differed significantly in their teacher competency. The higher emotional intelligence teachers are more competent as compared to lower emotional intelligence teachers. The dimension wise study revealed that higher emotional
intelligence teachers possess greater content, transactional evaluation and management competencies as compared to lower emotional intelligence teachers”.

**Ramesh (2010)** conducted “a comparative study on teaching competency of male and female B.Ed., students in distance education. The aim of this study was to find out significant difference between male and female B.Ed., students in distance education in their professional information, interest in profession, attitude towards children, adaptability and teaching competency. It was found that there is no significant difference between male and female B.Ed. students in their professional information, interest in profession, attitude towards children, adaptability and teaching competency”.

**Gracious (2011)** conducted “a study on scientific attitude and teaching competency of prospective B.Ed. teachers. The main aim of the study was to find out the relationship between scientific attitude and teaching competency of prospective B.Ed. teachers. Finding of the study revealed that there is no significant relationship between scientific attitude and teaching competency of prospective B.Ed. teachers”.

**Khatoon, Azeem and Akhtar (2011)** studied “the impact of different factors on teaching competencies at secondary level in Pakistan. The study investigated in to a descriptive research to critically review of the impact of different factors on teaching competencies at secondary level. The study has defined female school teacher's socio cultural problems and environmental problems .The main objectives of the study were to find out the female school teachers, socio cultural problems, and Environment problems and to measure the teaching competency of teachers by relationship between teachers and students. The following results were drawn by the researcher in the light of the analysis of the data. The mostly families are in favors of female teacher's job. The result proves that the female spare the time for domestic work due to have half day job. The result proves that professional jealousy is everywhere and mostly it effects on their teaching competency”.

**Suryanarayana (2011)** studied “teaching competency and job satisfaction among primary and secondary school teachers. Findings of the study revealed that: (i) There is significant relationship between teacher’s teaching competency and job satisfaction. (ii) In respect of teaching competency, there is significant difference between all the variables like sex, locality, qualification, age, marital status, experience, type of
management and type of institution. (iii) In respect of teacher’s job satisfaction, there is significant of difference between the variables like locality, age, marital status, experience, type of management and type of institution. Further, no significance of difference was found between the teachers in respect of sex category, related with job satisfaction”.

**Pawar (2011)** studied “the impact of teacher training on teacher competencies. The findings of the study showed that (i) There is no significant difference between the mean scores on teacher competencies scale of teachers who have trained through conventional and that of those teachers who have done teacher training through distance education mode in terms of their knowledge and attitude. (ii) There is no significant difference between the mean scores on teacher competencies scale of male and female teachers who have trained through conventional as well as distance mode”.

**Ranjini and Mohanasundaram (2012)** studied “the teachers’ competencies and academic achievement of secondary teacher trainees. The investigators adopted the survey method to find out the teacher’s competencies and academic achievement of secondary teacher trainees. The population of the study was secondary teacher trainees from B. Ed College of education under the control of Tamil Nadu Teacher Educational University, Chennai. The sample consists of 189 secondary teacher trainees from Thoothukudi. The data was analysed using percentage analysis and ‘t’ test. It was found that the level of teacher competency and academic achievement of secondary trainees were average. It was also found that there is significant difference in teacher competencies of secondary teacher trainees and academic achievement with reference to gender and religion”.

**Rana (2013)** studied “teaching competence in pre and post training of B.Ed. trainees in relation to their rank difference in entrance test. In the present study, the teaching competence in pre and post training of B.Ed. trainees in relation to their rank difference in entrance test was elucidated. Teaching competency includes teaching behaviour and teaching skills. Entrance Test for B.Ed. was introduced in order to select right kind of people for the teaching profession. It means that the teacher may be competent if s/he has good skills. The teacher may get good rank but s/he will not be said as competent until he applies various skills in his/her teaching. Rural teachers whether higher ranker or lower
ranker in pre and post training possess moderate thinking. Urban teachers whether higher ranker or lower ranker in pre and post training possess moderate thinking. It shows that the location does not effect on teaching without having skills. The male teachers whether higher ranker or lower ranker both in pre and post training, possess significantly difference in their teaching. The teacher who had achieved higher rank were found more competent in post training, which indicates that although they were not too competent before training but after training, they use different teaching skills and methods in their teaching. Consequently, their teaching was adjudged as competent. The female teachers whether higher ranker or lower ranker in pre and post training possess moderate thinking. It shows that female teachers apply different techniques at every step, which shows their activeness and devotion”.

**Shukla (2014)** examined “teaching competency, professional commitment and job satisfaction-a study of primary school teachers. Very low positive correlation was found between teaching competency and job satisfaction and professional commitment and teaching competency. There is no significant difference between teaching competencies level of teachers with high and average levels of job satisfaction. It was also found that no significant difference between teaching competencies level of teachers with average and low levels of job satisfaction”.

**Kaur and Talwar (2014)** examined “the relationship between teaching competency and emotional intelligence of secondary school teachers. The findings of the study revealed a significant positive relationship between teachers’ teaching competency and their emotional intelligence. But insignificant difference is found between teaching competency as well as between emotional intelligence of secondary school teachers teaching in government and private schools. The study also indicated that teaching competency and emotional intelligence are not influenced by gender”.

**Fathima, Sasikumar, and Roja (2014)** investigated “enhancing teaching competency of graduate teacher trainees through meta-cognitive intervention strategies. In this study, the investigator developed teaching competency on five dimensions namely induction, content, pedagogy, organization and Assessment. The findings revealed that there is a continuous improvement in all the dimensions of teaching competency. It further shows that every teacher needs to review/update his/her potential in all possible
novel/new/innovative strategies, so as to modify and improve his/her teaching competency in accordance with the changes envisaged in the educational system”.

Choudhury and Chowdhury (2015) studied “teaching competency of secondary teacher educators in relation to their meta-cognition awareness. In the present research the investigators made an attempt to explore the effectiveness of Meta-cognition skills in developing the teaching competency among secondary teacher educators. The study demonstrated that there is a significant positive relationship between teaching competencies and Meta-cognition awareness. The study also revealed that there is significant difference between male and female secondary teacher educator in their teaching competency as well as in their Meta-cognition awareness”.

Sehrawat (2015) studied “teacher competency of prospective teachers: A comparative study. The objectives of the study were to study the teacher competency of prospective teachers on the basis of type of institute Govt., Private & RIE (Regional Institute of Education); on the basis of educational qualification i.e. graduate and post graduate and on the basis of academic achievement. For the present survey research design, a sample of 120 prospective teachers was taken to study the teacher competencies with different variables. There is significant effect of type of institute on teacher competency of prospective teachers. There is no significant difference between the teacher competency of graduate & post-graduate prospective teachers. There is significant effect of academic achievement on the teacher competency of prospective teachers”.

Gisela and Merce (2015) studied “competencies in education for sustainable development: exploring the student teachers’ views. This study provides evidence on the education for sustainable development (ESD) competencies that student teachers would prioritize in a school project related to ESD: acquisition of knowledge and practical skills related to nature and natural sciences, to the detriment of other types of learning, such as the promotion of ethical values, positive attitudes towards sustainability and the management of emotions among their future primary school students. Existing ESD theoretical frameworks need to become more alive and integrated within the existing teacher education curriculum to promote the awareness and development of ESD competencies amongst student teachers”.

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Azhari and Zaleha (2015) examined “the elements of teachers’ competency for creative teaching in mathematics. This study aims to explore and determine the elements of teachers’ competency for creative teaching in mathematics, which will be used as the measured variables and the basis for the construction of instruments in the process of developing a model of creative teaching in mathematics based on teachers’ competencies. In order to identify the elements of teachers’ competency, a qualitative exploratory study was conducted in the form of document analysis, literature analysis and experts interviews. Document analysis and literature analysis were analyzed using systematic data analyses, while the findings from the interviews were analyzed using a frequency matrix table. The findings of the study showed that the professional knowledge, functionality skills and creative attitudes were identified as the critical elements of teachers’ competency for creative teaching in mathematics”.

2.3 STUDIES RELATED TO INTELLIGENCE

Kukreti (1990) made an attempt “to study some psychological correlates of successful teachers, to examine how far the teaching aptitude determines the success of teaching to know the impact and of intelligence of teachings on their teaching success. The findings of the study reveal that – there was significant & positive correlation between the variables teaching success and teaching aptitude. Successful teachers scored significantly higher score on intelligence as compared to their unsuccessful counterparts. Knowledge and creative values were remarkably higher among successful teacher, whereas the unsuccessful teachers were found more inclined towards economic values”.

Shah (1991) attempted “to study certain determinants that makes teacher effective with the objective to predict the effect of aptitude, intelligence, values, self-concept, job motivation, job satisfaction, personality, and attitude and school climate on teaching effectiveness among the secondary level teacher. Major findings of the study reveals that teachers’ effectiveness was significantly affected by teaching aptitude, job satisfaction, job attitude, personality, value pattern, self-concept, and intelligence organisation climate”.

Singh and Grewal (1991) conducted “a study on professional competency of physical education teachers in relation to their intelligence, emotional maturity and self esteem. It
was found that, there was a positive significant relationship between all the three variables and professional competency of physical education teachers”.

**Sidhu (1992)** explored “the professional competence of the physical education school teachers in relation to their intelligence, emotional maturity, self esteem and environmental facilities in a sample of 300 physical education school teachers including male and female, working in rural/urban, private/government, higher/senior secondary schools selected through the incidental-cum-purposive sampling technique. Also 1200 students were taken to obtain ratings about the teachers. Mean, S.D, t-test, coefficient of correlation and linear regression analyses were employed to analyse the collected data. Results were computed for different dimensions of emotional maturity which revealed that emotional adjustment was related to pupils’ ratings and with attitude. The sub measures of emotional unstability exhibited significant positive correlation with pupil’s ratings and with attitude. Emotional regression was positively related with pupils’ ratings and with total attitude score. Social maladjustment was positively related to pupils’ ratings and total attitude score. Personality disintegration was positively related to pupils’ ratings and teaching attitude. Lack of independence was related with pupils’ ratings and teaching attitude”.

**Alexis-Boyd (1998)** conducted “a study on the emotional life of teachers: A heuristic inquiry at the University of Cincinnati, Ohio, USA. The emotional life of teachers was studied and it was found that teaching would have a deleterious effect on the lives of teachers. This study pointed out the growing evidences for the harsh realities of today's classrooms, which might be as a result of teachers’ ability to live up to the expectations of students. Teachers sought mental, physical and emotional afflictions to get remedy through some means which were not always effective”.

**Walker (2001)** conducted “a study on the emotional intelligence of the classroom teacher at the Spalding University, Kentucky, USA. The scores obtained from the ECI suggested that all the participants possessed ‘above average’ and ‘higher’ EI. Even though most of the participants in the control group and experimental group improved on the post-test ECI, there was no significant change in the results of the ANCOVA in relationship to the research tool, but self-report questionnaire at the end (posttest) showed greater change over the 30 days research period for all the participants”.

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Mendes (2002) studied “the relationship between emotional intelligence and occupational burnout among secondary school teachers at the Walden University, Minnesota, USA. The study was aimed to compare the emotional intelligence (EI) and occupational burnout of secondary school teachers. Quantitative analysis resulted in the following four significant findings: (a) In the high emotional exhaustion sub-group (N=15) there was a negative correlation between emotional exhaustion and the ability to manage emotions (-.53) (b) In the emotional exhaustion sub-group (N=15) there was a negative correlation between personal accomplishment and the ability to manage emotions (-.65) (c) In the low personal accomplishment sub-group (N=36) there was a positive correlation between emotional exhaustion and the ability to manage emotions (.34) (d) In the total sample (N=49) a positive correlation was found between the number of years of teaching and the ability to identify emotions (r = .33, p ≤ .02). i.e., with more experience, teachers were found to be better in identifying emotions”.

Haskett (2003) conducted “a study on the emotional intelligence and teaching success in higher education at the Indiana University, USA. He studied the underlying emotions that differentiate the most effective faculty and others at institutions of higher education, by using a theoretical model that predicted a relationship between EQ and effective teaching. Based on his study, it is clear that it is not only the actions/behaviours taken by faculty that are important, but the underlying attitude (related to EQ) behind the actions that has the greatest influence on effective teaching”.

Okech (2004) carried out “an exploratory examination of the relationships among emotional intelligence, elementary school science teacher self-efficacy, length of teaching experience, race/ethnicity, gender, and age. The study examined differences in emotional intelligence between male and female teachers, and among African American, Hispanics, and white teachers. Co-relational and causal- comparative-research design approaches were used to conduct the study. An independent-measures t test, the Pearson r, and the one-way MANOVA were the statistical techniques used to analyze the data. Results indicated that there existed a significant positive relationship between EI and teacher self-efficacy; but it is very much surprising to note that no significant relationship was found to exist between EI and length of teaching experience, and between EI and age. Normally, with experience and age, EI is assumed to be growing even till old age this
requires further research. Statistically significant differences were also found in EI with respect to gender, and among the three race/ethnicity groups”.

**Pathan and Bansibihari (2004)** studied “the level of emotional intelligence in secondary teachers in relation to gender and age, ranging from 24 to 56 years of age. The results revealed that 98.4% teachers fall under ‘low’ category of emotional intelligence. There is no significant difference between the emotional intelligence of male and female teachers and emotional intelligence is independent of age”.

**Sinha and Jain (2004)** conducted “a study on emotional intelligence and its influence on relevant outcomes. They reported that dimensions of emotional intelligence was meaningfully related with job satisfaction, personal effectiveness, organizational commitment, reputation effectiveness, general health, trust, organizational effectiveness and organizational effectively”.

**Pathan (2004)** conducted “a study on emotional intelligence of secondary teachers at D.Ed. College, Navapur, Maharashtra. This study examined the level of emotional intelligence (EI) of secondary school teachers in relation to gender and age. The results indicated that nearly all the teachers under study were under ‘low’ category of emotional intelligence. There was no significant difference between the emotional intelligence of males and females, and the age was independent of EI”.

**Mohanasundaram (2004)** conducted “a study on emotional intelligence and achievement of teacher trainees at primary level at Government College of Education, Thanjavur. The study revealed that men and women teacher trainees did not differ in their EI. There was significant but low positive correlation between emotional intelligence and overall academic achievement of teacher trainees. The teacher trainees of co-educational institutions were at a higher level, than that of other types in their EI. There was significant but low positive correlation between EI and achievement in educational science subjects”.

**Boyd (2005)** studied “a study on the emotional intelligence of teachers and students’ perceptions of their teachers’ behavior in the classroom. The results indicated that teachers’ emotional intelligence levels did not readily align with students’ perceptions of the behaviours associated with emotional intelligence in the classroom. In other words, a
teacher who scored well on the EQ test was not necessarily perceived by students as one who displayed emotionally intelligent behaviour in the classroom”.

**Latha and Ananthasayanam (2005)** examined “the emotional intelligence and its effect on teacher effectiveness among government aided school teachers. The study concluded that emotional intelligence does not influence the teacher effectiveness in general. Emotional intelligence does affect certain aspects of effective teaching like teachers sense of humor and mastery in the subject”.

**Nelson et al. (2005)** indicated that “an emotionally intelligent teacher learns and applies emotional intelligence skills to improve: stress management, self-esteem and confidence, positive personal change, decision making, leadership, assertion, comfort and commitment which would raise quality of teacher and consequently quality of education”.

**Upadhyaya (2006)** conducted “a study on 78 student-teachers to examine the difference in the personality traits of high and low emotional intelligence .The result revealed that student-teachers with low emotional intelligence are more uneasy and worried about future unhappy feeling and failures: are less cautious, irregular and like to take more rest, restrain others, have lack of energy and feel tired and uninterested and conform to the opinion or accepted path taken by most people. Student-teachers with high emotional intelligence are more competent and have more self-confidence, hard working help others, more motivated and energetic”.

**Shah (2006)** conducted “a study on emotional intelligence of upper primary students of gujarat state in relation to certain variables. The major objectives of the study was to find out the relationship of emotional quotient with sex, area, socio-economic status and IQ. From this study it was found that there was no significant difference in the mean scores on E I with regard to sex, area, socio-economic status and IQ”.

**Hwang (2007)** conducted “a study on the relationship between emotional intelligence and teaching effectiveness at the Texas A&M University – Kingsville, USA. The study was to explore the effect of EI skills in effective teaching and to find out whether or not self-reported emotional skills were related to teaching effectiveness as evaluated by college students. The statistical methods of univariate descriptive statistics, ANOVA, and Pearson product-moment correlation coefficient were used for data analysis and to
answer the research questions. It was found that EI skills were significantly related to teaching effectiveness among the sampled teachers”.

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

**Liang (2007)** conducted “a study on the relationship between personality type and emotional intelligence in a sample of college and university faculty in Taiwan. The current study focused on identifying and determining the EI skills and personality type factors impacting faculty performance and success in postsecondary education. i.e., the study investigated whether there was any relationship, of EI and personality type among the faculty teaching in Taiwan. One-way ANOVA was applied to analyze the data. Data analyses revealed a significant relationship function between faculty’s personality type & EI skills and their age & EI skills; but not between gender and EI skills”.

**Lordanoglan (2007)** examined “the relationship among emotional intelligence, leadership effectiveness, professional commitment and job satisfaction. 332 primary school teachers participated in the study, which was conducted in Greece. Results showed that emotional intelligence especially the interpersonal and intrapersonal dimensions have positive effect on teachers’ commitment and effectiveness”.

**Neelkandan (2007)** conducted “a study to understand the emotional competence of primary school teachers. The primary school teachers have average level of emotional competence. The teachers having higher qualifications are found to have better emotional competence than teachers having essential qualifications only. Also the result showed
that there is no significant difference between two categories of sub samples of teachers belonging in respect of their emotional competence”.

Ogrenir (2008) investigated “the relationships between emotional intelligence and pre-service teachers' views of teacher effectiveness at the Pennsylvania State University, USA. The aim of the study was to examine the relationship between EI and teacher effectiveness beliefs of Elementary and Kindergarten Education pre-service teachers. This study found that pre-service teachers are concerned mostly with teacher related factors, and then student-related factors, and the least in other personnel related factors. Some significant differences existed in pre service teachers' teacher effectiveness beliefs associated with emotional intelligence skills. Moreover, this study found that teacher effectiveness is influenced by years in College of Education and gender. The findings indicated that Pre-service teachers possess EI skills in average range, but their EI with respect to stress management, and adaptability account for some differences in GPA”.

Robitaille (2008) conducted “a study on emotional intelligence and teachers: An exploratory study of differences between general and special education teachers of Union Institute and University, Ohio, USA. This study was aimed to find out the relationship between EI, teacher effectiveness and teacher certification. No significant differences were found between the two groups. The results of secondary exploratory analysis of the data indicated significant differences between the two groups of teachers with regard to grade level and type of classroom setting. On the whole, the study found out that special education teachers also reflect the general population of teachers and are not significantly different in their perceptions of effectiveness and their intrapersonal, interpersonal and stress management skills”.

Indu (2009) conducted “a study on emotional intelligence of secondary teacher trainees. The findings revealed that majority of the sample possessed average emotional intelligence. The result indicated that male and female teacher trainees did not differ in their emotional intelligence. The result also showed that there is no significant difference between the emotional intelligence of teacher trainees based on the sub scales type of family and type of institution”.

Sahaya and Samuel (2010) evaluated “the influence of emotional intelligence on attitude towards teaching of student teachers. The sample consists of 87 males and 104
females from two government colleges of education. The findings of the study revealed that there is a significant difference between qualification, community, influence to be a teacher and attitude towards teaching of student-teachers. There is no significant difference between gender, subject, community, influence of others, previous teaching experience and the emotional intelligence of the student teachers. There is a significant relationship between emotional intelligence and attitude towards teaching profession of student-teachers”.

**D’Costa & Deshmukh (2010)** studied “the relationship between teacher effectiveness and multiple intelligence of secondary school teachers. The main objective of the study was to find the relationship between nine areas of multiple intelligence and teacher effectiveness of secondary school teachers. The sample consisted of 300 secondary school teachers; all minimum graduates and professionally trained. Multiple regression was used to find the best fit equation to determine the relationship between teacher effectiveness and multiple intelligences. It was found that effective teachers display high scores in all areas of multiple intelligence as compared to their average or low effectiveness counterparts. It is also concluded that relationship between teacher effectiveness and different areas of multiple intelligence: Teachers with high interpersonal, existential and logical intelligences are more effective than those who are low in the above mentioned intelligences”.

**Shankar & Keerthi (2010)** studied “emotional intelligence among middle school teachers with reference to Nagapatinam district, Tamil Nadu. Studing the level of emotional intelligence of the teachers at middle school in Nagapatinam district, Tamil Nadu. The size of the sample for the study consisted of 300 teachers selected from the middle schools of Nagapatinam district, Tamil Nadu, Randomly and also as per the author’s convenience. Finding of the study was when compared with men middle school teachers the female teachers are lack in only one specific emotional intelligence area that is they always think about their home problems in the work place or vice versa”.

**Nasir, Mustaffa and Ahmad (2011)** conducted “a study to identify the relationship between the level of emotional intelligence (self awareness, self control, self motivation, empathy and social skills) with skill competency and personal development of secondary school counseling teachers in Kulaijaya district, Johor. This study was carried out
quantitatively by using a questionnaire as an instrument to obtain data. The study showed that the majority of respondents have a moderate level of emotional intelligence (3.41), while the level of skills competency and personal development is at a high level (4.93). In addition, the relationship of emotional intelligence (self awareness, self control, self motivation, empathy and social skills) with the skills competency has a medium strong significant relationship (0.65). Meanwhile a relationship of emotional intelligence (self awareness, self control, self motivation, empathy and social skills) with personal development also has a strong moderate significant relationship (0.67). Implications of the study found out that in an effort to improve the quality of guidance and counseling services in schools, the high command of emotional intelligence should be strengthened in order to increase the skills competency and personal development among counseling teachers”.

Singh and Jha (2012) studied “teacher effectiveness in relation to emotional intelligence among medical and engineering faculty members. The aim of the present study was to understand the correlation between EI and teaching performance in the case of faculty members at medical and engineering colleges. A total of 250 faculty members from three medical and four private engineering colleges of Uttar Pradesh, India, participated in the study. The study revealed a positive correlation between EI and teacher effectiveness, both self-reported and students rated. Among ten components of EI considered in the study; emotional stability, self-motivation, managing relations, self-awareness and integrity emerged as the best predictors of teacher effectiveness. Gender differences on the scores of EI and Teacher Effectiveness was insignificant. The EI and self-reported teacher effectiveness of engineering faculty members were relatively higher than those of medical faculty. However, according to students’ rating there was no significant difference in teacher effectiveness among the two groups”.

Rastgar, Davoudi and Oraji (2012) conducted “a study in Mazandaran, a province in north of Iran, and aimed to analyze the role of employeess' spiritual intelligence in perception of organizational justice. There were 1100 personnel in Mellat bank. A total of 366 questionnaire were distributed among the bank personnel and 288 filled questionnaires were returned. The factor analysis and findings show that employeess' spiritual intelligence has a significant positive influence on perception of organizational
justice. This finding implied that the higher the level of employees’ spiritual intelligence, tended to increase the level of employees; perception of organizational justice”.

Soleiman and Fatemeh (2012) examined “the relationship between teachers’ social intelligence and their job satisfaction factor at senior secondary schools level. Participants were 177 educators who completed the Tromsø Social Intelligence Scale (TSIS), and a version of the Job Descriptive Index which is a scale used to measure six major factors associated with job satisfaction based on a selected demographic variable. The findings of the study showed that there was significant relationship between teachers’ social intelligence and their job satisfaction. The study also revealed that there was a significant difference between teachers’ social intelligence and their academic degree levels. Further, significant relationships were found between teachers’ social intelligence and five factors of job satisfaction: nature of the work itself, attitudes towards supervisors, relations with co-workers, opportunities for promotion, work condition in the present environment, but the relationship with one factor (salary and benefit) of job satisfaction is low and negligible. The results indicated that the higher social intelligence the teachers had the greater job satisfaction they enjoyed”.

Hans, Mubeen, and Rabani (2013) examined “the level of Emotional Intelligence among teachers working in the private institutions in Muscat, Sultanate of Oman. It also emphasizes the importance of Emotional Intelligence in personal, academic and career success. Descriptive research design was adopted and proportionate stratified random sampling was chosen for study. Sampling fraction of 25% was taken to divide the population into a homogeneous subgroup. The academic staffs who were teaching in management and engineering programs were taken up for the study. Questionnaires on Emotional Intelligence were distributed. Hundred questionnaires were received Data were analyzed through descriptive statistics. The study identified the phenomena related to Emotional Intelligence among private institutions teachers in Sultanate of Oman. Demographic factors influencing on Emotional Intelligence were also identified and reported by using descriptive statistics. Result indicated that the private educational institutions teachers in Sultanate of Oman have fairly high level of Emotional Intelligence”.
George and Visvam (2013) studied “spiritual intelligence, its correlation with teacher effectiveness and academic achievement. Today the world has progressed in leaps and bounds in every field of study but we continue to face a value crisis. Despite high academic qualification, some people are involved in brutal and mindless terrorism and other antisocial activities. The academic qualifications have not created a cultured person and a worthy citizen. This shows a low level of spiritual intelligence. This is where the role of the teacher becomes more significant. A teacher with high level of Spiritual Intelligence can provide guidelines for living from a soul-level and attaining self-fulfillment in both one's work and private life. A teacher should be a guide, philosopher and friend to the student. As such, the teacher inevitably becomes a role model to the students. It is in the elementary stage that a child starts inculcating and forming his own value system. Therefore, elementary teachers have a strong hand in shaping the child’s value systems. Only a teacher with high spiritual intelligence in herself can develop them into good personalities. The present paper discusses about the importance of spiritual intelligence and its influence in increasing the academic achievement and teaching efficiency of future elementary school teachers”.

Kauts and Kumar (2013) studied “the influence of the emotional intelligence, age and qualification on the occupational stress of the teachers working in Jalandhar and Ludhiana districts of Punjab, India. Using a multi-stage random sampling method, a sample volume of 739 teachers was determined. Two main instruments were used to measure the study variables: a 80-item questionnaire by C R Darolia on emotional intelligence and a 60-item Occupational Role Questionnaire from Occupational Stress Inventory Revised (OSI-R) by S H Osipow to measure occupational stress. The analysis of results revealed that: (a) teachers with low emotional intelligence experienced more occupational stress than the teachers with high emotional intelligence; (b) teachers with low emotional intelligence experienced more occupational stress than the teachers with high emotional intelligence on Role Ambiguity, Role Boundary and Responsibility dimensions; and, (c) Postgraduate teachers with B.Ed qualification had experienced less occupational stress than teachers without B.Ed qualification on the role insufficiency dimension”.
Kamalpreet (2013) examined “social and emotional intelligence of secondary school teachers. The present study was conducted with the objective to compare social and emotional intelligence among secondary school teachers in relation to gender and type of school. The sample for the study consisted of 850 secondary school teachers of Punjab. The findings of the study revealed there is no significant difference in social intelligence of male and female secondary school teachers. Private secondary school teachers being significantly more socially intelligent than government secondary school teachers. These results of main effects of gender and type of school are inter dependent for emotional intelligence, as male secondary school teachers are more emotionally intelligent than female secondary school teachers, only in case of private schools. Government secondary school teachers are more emotionally intelligent than private secondary school teachers, only in case of female group of teachers”.

Mehta (2013) conducted “a study on how emotional intelligence reduces occupational stress among teachers. The present study is based on the assumption that application of emotional intelligence can increase teacher effectiveness and reduce occupational stress among teachers. 300 secondary school teachers were selected as a sample for the study. Emotional Intelligence and job performance shows mixed results: a positive relation has been found in Emotional Intelligence and job performance. It was also found that the association between Emotional intelligence and job performance became more positive as cognitive intelligence decreases”.

Dhillon (2014) studied “intelligence, teaching attitude, achievement in graduation and performance in B.Ed. course of prospective teachers. The main objective of the study was to assess the level of prospective – teachers’ intelligence, teaching attitude, achievement in graduation and performance in B.Ed. course. The sample of the study consisted of 525 student – teachers taken from 9 education collages of Panjab University., Guru Nanak Dev University and Punjabi. University. The study concluded that the achievement of student- teachers at graduation level was quite well and their performance in B.Ed. course also was very satisfactory. Most of the students had average level of intelligence and teaching attitude. A significant difference was found in the intelligence level and B.Ed. marks of the students of the three universities where as there was not a significant difference in the teaching attitude and graduation marks of the student- teachers”. 

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Adeyemo and Agokei (2014) studied “emotional intelligence and teacher efficacy as predictors of teacher effectiveness among pre-service teachers in some Nigerian Universities. The aim of the present study was to investigate the effect of emotional intelligence, and teacher efficacy, on the teacher effectiveness of pre-service teachers. The findings of this study demonstrated that emotional intelligence and teacher efficacy had predictive influence on teacher effectiveness. Based on these findings, it is suggested that appropriate strategies and policies for fostering teacher efficacy and emotional intelligence would go a long way in enhancing effective teaching among pre-service teachers”.

Kaur (2014) examined “teacher effectiveness, general intelligence and creativity of secondary school teachers. The present study attempts to compare teacher effectiveness, general intelligence and creativity of secondary school teachers in relation to gender and type of school. The findings of the study revealed that there is no significant difference in teacher effectiveness of male and female secondary school teachers. The significant main effect of type of school is independent of gender groups, i.e. government school teachers are effective both in case of male and female groups of school teachers. There is significant difference in general intelligence of male and female secondary school teachers, female teachers being more intelligent as compared to male teachers, both in case of government and private schools. The results also show that male teachers of private secondary schools are more creative than female teachers of private secondary schools but not in case of government secondary schools. Government school teachers are significantly high on creativity than private school teachers only in case of female group and not in case of male teachers. Teacher effectiveness is positively and significantly related with general intelligence and creativity among secondary school teachers”.

Kakkar (2014) studied “teaching competency of teacher-trainees in relation to their emotional intelligence. Main aim of this study was to investigate the relationship between emotional intelligence and teaching competency. 200 teacher-trainees were taken from different B.Ed colleges of Rohtak district. Perfect positive relationship was found between the emotional intelligence and teaching competency of teacher-trainees whereas sex factor has no impact on the level of emotional intelligence”.
Begam (2014) examined “emotional intelligence among teachers with special reference to Erode District. The study examines the level of Emotional Intelligence among teachers working in the private institutions in Erode District. It also emphasizes the importance of Emotional Intelligence in personal, academic and career success. Descriptive research design was adopted and proportionate stratified random sampling was chosen for study. Sampling fraction of 25% was taken to divide the population into a homogeneous subgroup. The academic staffs who were teaching in High School level were taken up for the study. Questionnaires on Emotional Intelligence were distributed. Hundred questionnaires were received Data were analyzed through descriptive statistics. The study identified the phenomena related to Emotional Intelligence among private institutions teachers in Erode District. Demographic factors influencing on Emotional Intelligence were also identified and reported by using descriptive statistics. Result indicated that the private educational institutions teachers in Erode District have fairly high level of Emotional Intelligence”.

Singh (2015) find out “the relationship between emotional intelligence (4dimensions i.e. ability to express and appraise emotions, utilize emotions, manage emotions in self and in others.) and teaching aptitude of school-teachers. In addition to this the emotional intelligence of male and female private and government school-teachers were also compared. The sample comprised of 200 subjects (50 male + 50 female private school teachers and 50 male + 50 female government school teachers) of District Bhiwani Emotional intelligence scale developed and standardized by Pandey and Anand was used to measure the emotional intelligence. Teaching aptitude test battery constructed and standardized by R.P. Singh was used. Results indicate that three dimensions of E.I. (i.e. ability to express feeling, ability to utilize emotions and ability to utilize emotions in self) shows significant difference among private and government school teachers. There exists significant difference between teaching aptitude of private and government school teachers. Three exists positive correlation between emotional intelligence and teaching aptitude school teachers”.

Sarvamangala (2015) conducted, “A correlation study of emotional intelligence and teacher attitude among secondary school teachers. The present study aims at exploring the inter-relationship among the secondary school teachers in Karnataka state on
Emotional Intelligence and Teacher Attitude. It also attempts to find and compare the different levels Emotional Intelligence and Teacher Attitude among secondary school teachers. The sample of the study comprises of 582 teachers from 99 high schools of Karnataka state selected on proportionate random sampling technique. Findings of the study that there exists a positive inter-relationship between the variables, namely, Emotional Intelligence and Teacher Attitude and it is significant at 0.01 level”.

Kauts and Kumar (2015) conducted “a study on influences of age, qualification and emotional intelligence on teacher effectiveness at secondary school stage. The present study aims at studying the influence of the age, qualification, and emotional intelligence on the teacher effectiveness of the teachers working in Jalandhar and Ludhiana districts of Punjab, India. Using a multi-stage random sampling method, a sample volume of 739 teachers was determined. Two main instruments were used to measure the study variables: a 80-item questionnaire by C R Darolia on emotional intelligence and a 60-item Teacher Effectiveness Scale (TES) by Mutha and Kumar to measure teacher effectiveness. The analysis of results revealed that: (a) teaching effectiveness of teachers and teachers of high and low ages are equally effective; (b) teachers with B.Ed. qualification and without B.Ed. qualification possess similar proficiency level of teaching and, (c) teachers who are highly emotionally intelligent are more effective in teaching than teachers who are less emotionally intelligent”.

Pishghadam, Meidani, and Khajavy (2015) studied “language teachers’ conceptions of intelligence and their roles in teacher care and teacher feedback. The purpose of this study was to find the relationships among teachers’ conceptions of intelligence, teacher care, and teacher feedback in the realm of English Language Teaching (ELT). To this aim, three scales were developed to measure the aforementioned constructs. The participants consisted of 81 English as a Foreign Language (EFL) teachers and their 426 students who were learning English in private language institutes. The scales were validated by Confirmatory Factor Analysis (CFA) and the correlations among their subscales were investigated. The findings suggested that modularity, increasability, and applied ELT are associated with the nature and amount of teacher feedback and care as perceived by the students. Moreover, the results revealed that teachers’ conceptions of intelligence significantly affect how they evaluate their students (p < .05)”. 
Khordkhili and Mall-Amiri (2015) examined “the relationship between narrative intelligence of EFL (English as a foreign language) teachers and their pedagogical success at high schools. The data analyses revealed that there was a significant relationship between participants’ Persian and English narrative intelligences and their pedagogical success. Finally, teachers’ Persian and English narrative intelligences were a significant predictor of their teaching success”.

2.4 OVERVIEW

The review of related literature presented an overview of studies related to teaching aptitude, teaching competency and intelligence. Though a large number of researches have conducted in the field of teaching aptitude, but the problem of teaching aptitude of B.Ed. pupil teachers in relation to their teaching competency and intelligence is still unexplored. Thus, proper investigations are needed to throw light on this topic and therefore, researcher has to go through the review of some more studies related to teaching aptitude.