3.1 Introduction
Any worthwhile research study in the field of knowledge requires an adequate familiarity with the work which has already been carried out in the respective area. A summary of previous research provides evidence that the research is familiar with what is already known/ found and what is still unknown and untested. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done, and provides useful hypotheses and helpful suggestions for significant investigations. (Best.1982)

To understand the related literature and to review the related research are inevitable part of the research. A researcher gets the right path to carry out an accurate research by reviewing the research carried out in the respective area. There are mainly two types of related literatures reviewed by the researchers
1. Review of Past Research
2. Review of Related literature
George J. Mauley,” The review of the reference literature is essential of the development of the problem and to the derivation of effective approach to its solution”

3.2 Significance of Review of Related Literature
The review of related literature and past research play a role of a light house for the researcher to carry out research in an accurate direction. The detailed study of related research gives the complete information to the researcher for further research. Researcher comes to know which tool should be used, how to arrange the information, how to collect and analyze the data. Further, the following points explain the significance of review of related literature.
1. Researcher gets familiar with related topic and brainstorms over his study.
2. Researcher gets familiar with the different type of research methodologies, research design and types of programmes.
3. Researcher also gets familiar with the various types of tools, programmes, data analysis techniques and sampling techniques used in the previous studies.
4. Researcher also comes to know the drawbacks of the past studies and unfounded or untested aspects in that area.
5. Researcher becomes familiar about the various fields of the study and how this study can be used for the other disciplines.

6. Researcher develops his insight and can present the rational of the study.

All the above mentioned aspects suggest that review of related literature is an inevitable step for researcher.

### 3.3 Review of Past Studies

Review of past studies had been segregated into two major parts National studies and International studies. The following is the list of the National studies reviewed for the study.

#### 1.3.1 Review of National Studies

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Title</th>
<th>Researcher</th>
<th>Year</th>
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<td>1985</td>
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<td>13.</td>
<td>University Teachers’ Attitude towards Professionalism vol.10 no.5 Edutracks</td>
<td>Anil Ambasana</td>
<td>2011</td>
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<td>15.</td>
<td>Teacher Effectiveness in Relation to Mental Health, Stress and Emotional intelligence</td>
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<td>The Effect of Feedback in Improving Personality, Desirable Behaviors, Values and Teacher Perception among Secondary and Senior Secondary School Students, Utkal University</td>
<td>J. Bhadury</td>
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<tr>
<td>26.</td>
<td>A Study of Teaching Attitude as related to Intelligence, Values and Sex among the Schedule castes, Backward classes and General Category teacher trainees of Rohilkhand University. Rohilkhand University</td>
<td>P.C. Maheshwari</td>
<td>1989</td>
</tr>
<tr>
<td>28.</td>
<td>Attitude towards Teaching before and after B. Ed Program. Vol.11 No.6 Edutrack</td>
<td>N. S. Mumthas</td>
<td>2012</td>
</tr>
</tbody>
</table>
The National studies reviewed for the study are as under.

**Study: 1**

**Name of the Researcher:** M.N. Jyoti and Y. S. Reddy

**Title of the Study:** Study the Professional Satisfaction of Teachers Working in the Schools for the Hearing Impaired

**Year of the Study:** 1998

**Objectives**

To understand the professional satisfaction of teachers and know the difference in work culture of the teachers

**Sample**

The sample comprised 96 teachers working in 19 schools for the hearing impaired spread over Andhra Pradesh.

**Major Findings**

1. The teachers in general had significant overall professional satisfaction. However they were not satisfied with the factors related to academic aspects.
2. Teachers were not satisfied with only one crucial factor, i.e. Academic aspects
3. Teachers were immensely satisfied with their profession on the aspects related to students and on the aspects pertaining to interpersonal relationship.

**Study: 2**

**Name of the Researcher:** M.A. Agarwal

**Title of the Study:** A Study of the Impact of Education on Social & Cultural Modernization of Hindu, Muslim Women

**Name of the University & Year of the Study:** Kurukshetra University, 1980

**Objective**

To analyze the extent to which education had been successful in inducing a change in the attitudes of Hindu & Muslim women towards social institutions, practices like marriage, family, women’s status, education, religion and caste
Sample
The sample of the study comprised 300 Hindu and Muslim women belonging to middle income group from the urban areas of Delhi. There were two age groups, 17 to 25 years and 40 to 60 years.

Type of the Research: Survey

Tool
An Attitude Scale was developed and used on the basis of Thurstone’s equal appearing interval technique.

Data Analysis
2×2 analysis of variance and chi-square analysis techniques were used for the study.

Major Findings
- Education played a very important role in changing the attitude of women to various social practices and traditions.
- Religion influences the attitude to a great extent. Muslim women emerged as being more conservative than Hindu women.
- In certain areas the educated women exhibited modern views whereas in others they were as traditional as their uneducated counterparts.
- Education status of parents did not influence the modernity level of Indian women.
- However, it was concluded that traditions had a very strong pull among both Hindu and Muslims.

Study: 3

Name of the Researcher: D. K. Chadda

Title of the Study: Self Concept of Teachers and Their Emotional Adjustment

Name of the University & Year of the Study: Kurukshetra University, 1985

Objectives
1. To estimate the emotional adjustment and the level thereof achieved by teachers at a defined point of time
2. To study the self concept and emotional adjustment of teachers in respect of variables of sex and rural –urban background
3. To find out the extent of the relationship between self concept and emotional adjustment of the teachers as obtained through a self concept scale and emotional adjustment inventory

Sample: The Sample of the study comprised 350 teachers of higher secondary schools of Haryana State.

Tools: Dutt and Chadda Self-Concept scale and the Emotional Adjustment Inventory were used for the study.

Data Analysis

t-test technique, profile analysis and frequency analysis techniques were used for the study.

Type of Research: Survey

Major Findings

- The distribution of the scores of self concept through profile analysis was not normal for the total group of teachers as well as for the sub samples of teachers consisting of male, female rural and urban sub groups.
- The profile analysis of emotional adjustment scores revealed that the distribution of the score was not normal for the total sample of teachers as well as for the male and female, rural and urban sub groups.
- There was no significant difference between the self concept score of male-female and rural urban sub groups of teachers.
- No significant difference was observed between the emotional adjustments of various sub groups of teachers.
- Self concept of teachers differed significantly from their emotional adjustment and the same had also been observed in respect of male –female and rural –urban teachers.
- There was a moderate correlation between self concept and emotional adjustment for the male teachers.
- There was no correlation between self concept and emotional adjustment scores for the total group of rural teachers.
- There was a low magnitude of correlation between self concept and emotional adjustment scores of the total sample of 350 teachers.
Study: 4

Name of the Researcher: N. K. Garg

Title of the Study: A Study of Teachers’ Professional Responsibility in relation to Administrative styles and Organizational Climate at Secondary Level

Name of the University and Year of the Study: Mumbai University, 1983

Objectives

- To study the extent of a sense of professional responsibility present in the teachers of secondary schools in the context of the type of school, boys-girls, government-private, rural-urban and large-small
- To study how teachers’ professional responsibility was related to administrative styles of principals head masters
- To study how teachers professional responsibility was affected by the organizational climate of the schools

Sample: The sample of the study comprised 870 teachers and 48 principals of secondary schools from Uttar Pradesh State.

Tool: The following tools were used for the study.

1. Teachers’ Professional Responsibility Schedule (TPRS) developed by the investigator.
2. A Principal’s Administrative Style Questionnaire developed by A. Bhatnagar
3. The organizational climate questionnaire developed by M. Bhatnagar

Data Analysis: Kolmogorov-Smirnov test was used for the study.

Major Findings

- The degree of teacher’s sense of professional responsibility was less in some secondary schools while it was more in others.
- A Teacher’s sense of professional responsibility was not normally distributed in the sample.
- Teachers of girls schools were significantly more responsible professionally than teachers of boys schools.
- The type of management of the institution was associated with a teacher’s sense of professional responsibilities.
• The level of sense of professional responsibility of teachers of urban schools was found to be significantly higher than that of the teachers of rural schools.
• The size of a school was not a contributing factor to a teacher’s professional responsibility.
• The principal’s administrative style was not linked with the level of a teacher’s sense of professional responsibility.
• Teacher’s in high support and satisfaction climate were found to be more responsible professionally than teachers’ in low support and satisfaction ‘climate schools.

Study: 5
Name of the Researcher: A. Gupta
Title of the Study: Study of Attitude of Teachers towards Environmental Education
Name of the University and Year of the Study: Nehru Memorial at Junior College, Pune (SIE Maharashtra financed), 1986

Objectives
• To develop a tool to measure the attitudes of teachers towards environmental education
• To measure the attitude of teachers towards environmental education
• To compare attitude of teachers teaching at various levels towards environmental education

Sample
The sample of the study comprised 150 In-service teachers at primary, secondary and junior college levels admitted to vacational courses (1983-85) in B. Ed. of the University College of Education, Nagpur and 25 lecturers from five colleges of Nagpur.

Tool: Likert type attitude scale was constructed with 114 items

Data Analysis: chi-square technique was used for the study.

Major Findings
• The mean attitude score for all the groups of teachers showed a favorable attitude towards environmental education.
• The order of favorableness was junior college, secondary college and primary teachers.

• Though, in general, the teachers had shown a favorable attitude towards various dimensions of Environment education, their divided opinions or unfavorable attitudes towards some issues on the attitude scale indicated their lack of awareness of the interdisciplinary nature of the subject.

• The teachers pointed out constrains like crowded class-rooms, lack of time for proper planning of activities, loss of interest in the absence of regular follow up action etc.

Study: 6
Name of the Researcher: P. Khanna
Title of the Study: A Study of Personality Patterns of Successful High School Teachers of Aligarh District
Name of the University and Year of the Study: Agra University, 1985

Objectives
To identify the successful teachers and find out the personality patterns of the successful teachers of high school classes

Tools
R.C. Deva’s Teacher rating scale, Students’ perception of their teachers scale by Sorenson and 16PF test by Cattell were used for the study.

Sample
Students of different district of Aligarh institutions were asked to rate their class teachers on Deva’s teachers’ rate scale and students’ perception of their teachers scale.

Data Analysis: Mean, standard error deviation and t-test
Traits if successful and unsuccessful teachers were also analyzed with the help of sixteen personality factors test of Cattell.

Major Findings
• The successful teachers had traits which were positively helpful and valuable for the mental health of the individual whereas unsuccessful teachers had traits which tended to lead the person to a kind of maladjustment.
• High school students were quite sensitive and receptive to the prominent personality traits of their teachers.

• There was a definite impact of teacher’s personality on their students’ perception.

• There was a close relationship between the level of effectiveness of teachers and the levels of achievements of their students.

• Successful teachers were very helpful in raising the level of achievement of the students and also their overall educational standard.

• In the selection of teachers for high school classes care should be taken to study their personality with appropriate personality tests. The successful teachers in the faculties of arts and science possessive relatively different traits of personality. This fact should be kept in mind while recruiting teachers for different faculties.

Study: 7

Name of the Researcher: V. Sumangala and V. K. Ushadevi

Title of the Study: Role Conflict, Attitude towards Teaching Profession and Job Satisfaction as Predictors of Success in Teaching

Year of the Study: 1992

Objective
To find out the efficiency of Role Conflict, Job Satisfaction and Attitude towards Teaching in predicting Success in Teaching among the secondary school women teachers of Kerala

Sample
The sample of the study comprised 300 secondary school women teachers working in 53 government and private-aided secondary schools of ten districts of Kerala. The sample was selected through proportionate stratified sampling technique.

Type of Research: Survey

Tools
Role Conflict Scale (Sumangala & Ushadevi, 2001), Scale of Attitude towards Teaching Profession (Pillai & Poozhikuth, 1989), Job Satisfaction Inventory for Teachers (Pillai, 1989) and Teaching Success Rating Scale (Sumangala and Mathai, 1991) were used for the study.
Data Analysis
Relationship of Role Conflict, Job Satisfaction and Attitude towards Teaching Profession with Success in Teaching was estimated by Pearson’s method and tested for significance by Fisher’s t-test. Predictive efficiency was determined using regression analysis (ANOVA approach).

Major Findings
Role Conflict and Attitude towards Teaching Profession are significant predictors of Success in teaching among secondary school women teachers of Kerala. Role Conflict contributes more to the variation in success in Teaching when compared to Attitude towards Teaching Profession.

Study: 8
Name of the Researcher: H. Indu
Title of the Study: Emotional Intelligence of Secondary Teacher Trainees
Name of the University and Year of the Study: Avinashilingam University for Women, Coimbatore. 1990.
Objectives
1. To compare the Mean scores of Emotional Intelligence in relation to gender
2. To study the influence of type of family on Emotional Intelligence of teacher trainees
3. To compare the Emotional Intelligence of the teacher trainees on the basis of type of institution namely, government-aided and private colleges of education

Research Methodology: A descriptive survey method was used for the study.

Sample
The sample of the study comprised 502 teacher trainees studying in five different Colleges of Education in Coimbatore district.

Tool
Self Constructed Emotional Intelligence Scale based on Bar-On’s conceptualization of the dimensions of Emotional Intelligence.

Data Analysis: Mean, Standard Deviation, t-test and Analysis of Variance techniques were used for the study.
Major Findings
The scores obtained by the teacher trainees on Emotional Intelligence indicated that a majority of them (67.93%) fall within the average level of Emotional Intelligence. About 16.53% of teacher trainee’s fall under high level and the remaining 15.54% of teacher trainees belong to the low Emotional Intelligence level.

The t-test results reveal that there is no significant difference in emotional intelligence on the basis of gender. Therefore the null hypothesis stated as, “There is no significant difference in the Mean scores of Emotional Intelligence of teacher trainees with respect to gender” is accepted.

Majority of teacher trainees of Coimbatore district possess average Emotional Intelligence. It was seen from the results that male and female teacher trainees did not differ in their Emotional Intelligence. The results also showed that there is no significant difference between the Emotional Intelligence of teacher trainees based on the sub-sample; type of family and type of institution.

Study: 9
Name of the Researcher: Pradnya Wakpainjan
Title of the Study: A Secondary School Teachers’ Awareness about Peace Education
Name of the University and Year of the Study: Department of Education, SNDT women’s University, Mumbai. 1991

Objectives
• To compare Secondary School Teachers’ Awareness about peace education on the basis of gender
• To study Secondary School Teachers’ Awareness about peace education on the basis of number of years of teaching experiences
• To study Secondary School Teachers’ Awareness about peace education on the basis of age group

Type of Research: Survey
Sample: Teachers working in secondary schools of state in Thane district.
• The sample was selected by multistage sampling technique. At the first stage five talukas were selected, by convenient sampling method.
• At the second stage, twenty-seven schools were selected by simple random technique.
• At the third stage, 145 teachers were selected randomly, out of which 87 were female and 58 were male teachers.

**Tools**

Personal data sheet: This tool has been used to collect information about teachers’ gender, age, and teaching experience. Peace Education Awareness Scale: Mhatre H prepared the tool.

**Major Findings**

The result indicates that there is no significant difference among student-teachers of different teaching methods in their Awareness about Education for Peace, which implies that teaching method does not contribute to awareness about Education for Peace.

Majority of student-teachers possess moderate awareness about Education for Peace. It was seen from the results that there is significant difference between male and female student-teachers in their Awareness about Education for Peace. Male student-teachers have more awareness about Education for Peace than female student-teachers. The result also showed that there is no significant difference in the awareness of student-teachers based on their marital status, type of institute, locality, education level and teaching methods.

**Study: 10**

**Name of the Researcher:** Mishra

**Title of the Study:** Study the Stress in Relation to the Sensitive Intelligence of the Student-teachers of B.Ed. Programme

**Year of the Study:** 2007

**Objectives**

1. To recognize the factors that creates stress
2. To study the stress and sensitive intelligence gender wise
3. To compare stress with the sensitive intelligence

**Sample:** The sample of the study comprised B. Ed. Student-teachers.

**Data Analysis:** t-test, ANOVA & Correlation techniques were used for the study.
Major Findings
There is no difference between students’ sensitive intelligence and stress by gender wise. The students of High intelligence and low intelligence are having the equal stress.

Study: 11
Name of the Researcher: K. K. Thaker
Title of the Study: Development and Try out of Educational Programme to Develop Commitment among PTC Students
Year of the Study: 2007
Objectives
1. To prepare an educational programme to develop commitment among PTC students
2. To prepare and reliable a commitment test
3. To evaluate the effectiveness of commitment development programme.
Research Design: Unequal experimental-control group Pre-test – post-test design was used for the study.
Sample: The sample of the study comprised 100 First year students of PTC Programme.
Data Analysis: t-test technique was used for the study.
Major Findings
By implementing the programme we can develop their commitment towards their students their commitment towards society is developed. Their commitment towards profession is developed. Their development towards fundamental values of life is developed. Overall effectiveness of the educational program for the development of commitment is influenced at great extent.

Study: 12
Name of the Researcher: P.S. Ghanti
Title of the Study: Attitude of Secondary School Teachers towards their Teaching Profession
Year of the Study: 1985
Objectives
• To study the government and private teachers attitude towards teaching profession
• To study the attitude of male and female teachers of government schools towards teaching profession
• To study the attitude of male and female teachers of private schools towards teaching profession

Sample
The sample of the study comprised 100 school teachers. Out of them 50 school teachers were from government schools and 50 school teachers were from private schools. Again out of 50 teachers, 25 teachers were male and 25 were female teachers.

Tool
Attitude towards teaching profession scale developed and standardize by Umme Kulsum (Bangalore) was used for the study.

Data Analysis: t-test technique was used for the study.

Major Findings
1. Teachers working in government and private secondary schools do not differ significantly in their attitude towards teaching profession.
2. Government schools male and female teachers’ do not differ significantly in their attitude towards teaching profession.
3. Private schools male and female teachers’ revealed similar opinion about their attitude towards teaching profession.
4. In general male and female teachers do not differ significantly in their attitude towards teaching profession.
5. Attitude of teachers’ towards teaching profession is highly favorable.

In this study the attitude towards teaching profession of secondary school teachers is highly favorable. The teachers working in secondary schools do not differ significantly in their attitude towards teaching profession with respect to gender and type of school.

Study: 13
Name of the Researcher: Anil Ambasana
Title of the Study: University Teachers’ Attitude towards Professionalism
Year of the Study: 2011
Objectives

1. To know the attitude of teachers working in four/five star universities towards professionalism
2. Find out whether there is any significant difference in attitudes towards professionalism so far as the gender of teachers is concerned
3. To know whether there is any significant difference in attitudes towards professionalism of teachers working in various faculties
4. To find out the effect of teaching experience of teachers on their attitudes towards professionalism

Population and Sample

Saurashtra University was taken as a population for the study. 86 teachers were taken as a sample for the study, among them 70 were male teachers and 16 were female teachers.

Tool: An attitude scale towards professionalism was developed and used for the study.

Data Analysis: t-test technique was used for the study.

Major Findings

1. Average attitude towards professionalism was found reasonable high. Most of the teachers were possessing high attitude towards professionalism.
2. There was no gender difference in attitudes towards professionalism.
3. Teachers working in various faculties such as social sciences, science and linguistics had equally high attitude towards professionalism.
4. There was no difference in the attitude towards professionalism of the teachers imparting professional courses and the teachers imparting non professionalism.
5. Teaching experience had somewhat significant effect upon teachers’ attitude towards professionalism.
6. Teaching experience was positively influencing teachers’ attitude towards professionalism particularly up to twenty years, a slight decline was observed in teachers’ professionalism.
Study: 14

Name of the Researcher: K. Kumar

Title of the Study: Social Climate in School and Characteristics of Pupils

Name of the University and Year of the Study: M. S. University Vadodara, 1972

Objective

The aim of the study was to examine the effect of six types of social climate in schools on student behavior in terms of personal social adjustment, value orientation and attitude toward certain educational objects, and scholastic achievement.

Sample

Six types of the social climate considered in the study were: the open, the autonomous, the controlled, the familiar, the paternal and the closed. The criterion variables examined in the study included personality characteristics like activity, hypomanic temperament, moral values, dominance, paranoid tendency, emotional instability and introversion. Value orientation towards basic values of Indian society and particular groups within this society included attitude towards eight aspects of students’ behavior, namely, norms relating to behavior towards parents, teachers, boy-girl relationship, and education, moral, social, civic and religious values. Attitudinal values towards certain educational policies and practices on the strict-lenient continuum, students’ perceptions of non teachers teaching. The scholastic achievement was assesses in terms of pass percentage in the Board’s examination.

Major Findings

The findings suggest that different social climates have differential effects in certain aspects of student behavior. Personality characteristics such as emotional instability, depressive tendency, moral values, activity, paranoid tendency, and introversion differentiate between climate groups. The findings of the study demonstrate empirically what so far has been assumed on a priori basis regarding the effectiveness of the open climate for the proper development of the personality and adjustment of pupils. The results of the present study point to a possibility of basic causal link between climate characteristics and pupil variable.
Study: 15

Name of the Researcher: B. Sreenivasulu

Title of the Study: Teacher Effectiveness in Relation to Mental Health, Stress and Emotional Intelligence

Year of the Study: 1989

Objectives

1. To examine the impact of mental health on teacher effectiveness
2. To Study the influence of stress on teacher effectiveness
3. To find out the effect of emotional intelligence on teacher effectiveness

Sample

The sample of the study comprised 320 male and female secondary school teachers of Andhra Pradesh was selected through random stratified sampling technique.

Tool: Teacher Effectiveness Scale Developed by Puli Adeseshu (1991) was used for the study.

Research Method: 2*2*2factorial design was used for the study.

Data Analysis: t-test and ANOVA techniques were used for the study.

Major Findings

1. The teachers with high mental health are more effective in teaching than teachers with low mental health.
2. Stress has significant impact on teacher effectiveness.
3. Teacher with high emotional intelligence are effective than the teachers with low emotional intelligence.

Study: 16

Name of the Researcher: B. R. Mangala

Title of the Study: Relationship between Emotional Intelligence and Personality Adjustment among Teacher-Trainees’ Mysore

Year of the Study: 2012

Objectives

1. To find out the SES in forming Emotional Intelligence of teacher-trainees
2. To find out whether there is a significant difference between Emotional Intelligence and Personality Adjustment of male and female teacher-trainees
3. To find out whether there is a significant difference between emotional intelligence and personality adjustment among Government, Government aided and private institutions teacher-trainees

**Sample**
The sample of the study comprised 390 male and 510 female teachers with 200 from Government teachers training institutions, 250 from Government aided teacher training institutions and 450 from private teacher training institutions was selected by Random Sampling technique.

**Tool**
Emotional Intelligence test by Dalip Singh and Personality Adjustment- Bell’s Adjustment Inventory was modified by the investigator were used for the study.

**Data Analysis Techniques:** Two Way ANOVA and t-test techniques were used for the study.

**Major Findings**
1. D.Ed. Students with high level of emotional intelligence were well adjusted with home environment.
2. Emotional Intelligence did not have significant influence on social, emotional and health education.
3. Student-teachers with a higher level of Emotional Intelligence do exhibit and adjust with the home environment. This is closely related with adaptability to the identifiable stresses to the home environment. Skills and aptitudes are required to get success in their adjustment. If emotional intelligence is lagging, a person finds it difficult to cope with the given situations. Student-teachers are calm, not depressed and not moody and exhibit adaptive reactions. Emotional Intelligence does show a significant difference in social, emotional and health adjustment. Home adjustment score is higher when compared to other adjustments. SES does not show a significant difference in emotional intelligence among teacher-trainees.
Study: 17

Name of the Researcher: Devindrapal Agochiya

Title of the Study: A Cross-cultural Study of Personality, Values and Altruistic Behavior of Youth Workers

Name of the University and Year of the Study: Punjab University, 1992

Objectives

1. To find the different psychological characteristics of youth workers working at different levels, in various organizations in different countries, which will help in developing understanding of the behaviors of youth workers

2. To identify cultural difference, if any, among the youth workers belonging to different countries

Sample

The sample of the study comprised 101 Govt. workers and 39 non Govt. workers between the age group 21 to 54.

Tool

Esenck Personality Questionnaire, Study of values of Alport, Vernon and Lindsey and the Altruism Scale of Rushton were used for the study.

Data Analysis: Mean, SD, t-ratio and correlation analysis techniques were used for the study.

Major Findings

He found that the youth workers were lower in theoretical, economic and aesthetic values whereas they were higher on social, political and religious values in comparison with other adults. He also found countrywise comparisons showed significant differences in altruism, extraversion, neuroticism, social desirability, economic values and aesthetic social and political values but not in psychoticism.

Study: 18

Name of the Researcher: J. Bhadury

Title of the Study: The Effect of Feedback in Improving Personality, Desirable Behaviors, Values and Teacher Perception among Secondary and Senior Secondary School Students
**Name of the University and Year of the Study:** Utkal University, 1989

**Objectives**

1. To assess the effect of feedback attitude towards teachers, pro social value orientation
2. To estimate the change in personality due to change in attitude. Pro social value orientation, pro social behavioral orientation and awareness or peer perception

**Sample:** The sample of the study comprised students from classes VIII to XII coeducational public school of Delhi.

**Tools**
Psychoticism scale of Peterson, Cuay and Tiffary, The Anti Social Behavior Scale of Kathapalia and Mahanta, The Jealousy Scale of Mahanta and The Teacher Perception Questionnaire of Bhadury were used for the study.

**Data Analysis:** Mean, SD, t-test and ANOVA and Inter correlation and correlation coefficient techniques were used for the study.

**Major Findings**
He found that feedback was effective in helping to improve of students towards their teachers, pro social value orientation, and pro social behavior. He found that to maintain the progressive effect continual feedback was necessary. Feedback was effective in bringing about change in personality in the expected direction. Attitude towards teachers, pro social value orientation and pro social behavioral orientation had a negative relationship with psychoticism, psychopathic deviation, neuroticism, delinquency anti social behavior and jealousy.

**Study: 19**

**Name of the Researcher:** R.D. Chaturvedi

**Title of the Study:** Personality Factors, Value Orientation and Age as Correlates of Attitude towards Social Change

**Name of the University and Year of the Study:** Agra University, 1988

**Objective**
To see value orientation, personality factors and age level affect the attitude of people towards social change, separately and interactively
**Sample**: The sample of the study comprised 240 male and female students from Agra Town.

**Tools**
The sixteen personality factors questionnaire of S. D. Kapoor and the attitude scale of the value orientation scale of Chauhan and Singh were used for the study.

**Data Analysis**: SD, t-test, analysis of variance and Duncan’s range tests were used for the study.

**Major Findings**
- Empathic people’s attitude was associated with social change while non-empathic people’s attitude was conservative: democratic people were independent.
- The attitude towards social change during its growth. Possessed independence up to adulthood but became subdued in senescence.
- In progressivism oriented people, the attitude was associated with radicalism in adolescence and with conservation in senescence.
- Attitude towards social change was quite sensitive to value orientation.
- Attitude towards social change was associated with empathic outlook in people possessing dominance, radicalism and independence.

He found that in all the spectrum of human beings, attitude towards social change was quite sensitive to value orientation. The emphatic people associated with social change and non-emphatic were conservative. He also found that the attitude was prone to change with age levels of adolescence, adulthood and senescence; usually it declined after adolescence and rose again after adulthood.

**Study: 20**

**Name of the Researcher**: Pratibha Dadu

**Title of the Study**: A Study of Personality, Values and Religious Attitudes of Urban and Rural Males and Females in the Purview of Socio Economic Status

**Name of the University and Year of the Study**: Agra University, 1992

**Objectives**
To determine the impact of SES, location and sex upon personality traits, values and religious attitude and to determine interaction among SES, location and sex during their operational impact upon certain traits of personality, values and religious attitude

**Sample**

The sample of the study comprised 300 college students between the age range of 18 to 25 years. They were selected by the multi-stage stratified random sampling technique.

**Tools**

SES scale of B. B. Chatterjee, S.S. Singh and R. P. Singh, Cattell’s 16PF Scale (The Hindi version of Kapoor), The value test Chaudhary and Ojha and R.P.Singh’s tool to measure religious attitude were used for the study.

**Data Analysis:** Mean, SD and t-test techniques were used for the study.

**Major Finding**

1. Between rural male and female students the difference was statically significant. And in theoretical, aesthetic and religious values; no difference was found in religious attitude but the means of female students were slightly higher than the corresponding means of male students.

2. Rural male and urban male students did not differ in their personality traits and values; these groups differed significantly in religious information, orthodox and hostility.

3. Between rural female and urban female students significant difference existed in respect of Q1,aesthetic value ,economic value and political value and also in religious Puritanism and religious orthodoxy.

4. Between rural male and rural female students the difference was significant in factor A. Aesthetic value, religious information and religious tranquility.

In brief, female students were slightly higher in religious attitude in comparison to male students. Urban female and male students were significantly different in economic aesthetic and political values in comparison to rural urban male and female students.
Study: 21

Name of the Researcher: Sarita Rani

Title of the Study: Effect of Self esteem, Social Power and Game Strategy on Cooperative Behavior of Adolescent Girls

Name of the University and Year of the Study: University of Lucknow, 1989

Objective
To see the effect of self esteem, social power and game strategy on cooperative choices of girls ranging in age between 13 to 15 years

Sample: 180 Girls between the age range 13 to 15 years from class VIII, IX and X

Tools
Advanced Progressive Matrices, Coopersmith’s Self Esteem Inventory in Hindi and Prisoner’s Dilemma Game Apparatus were used for the study.

Data Analysis
Mean, SD, Analysis of Variance, Tukey’s Multiple Comparison test, Frequency and percentage analysis techniques were used for the study.

Major Findings
He found that the role of the personality factor (self-esteem) was insignificant and both the situational factors (social power and game strategy) were found significantly influencing cooperative choices.

Study: 22

Name of the Researcher: Sarita Chowhan

Title of the Study: Value, Self concept. Creativity and Anxiety among the Professional College Students

Name of the University and Year of the Study: University of Ajmer, 1992

Objective
To find out and compare the values, creativity, anxiety and self concept of students of the colleges of engineering, medical and teaching

Sample: The sample of the study comprised 405 students (135 students from each of the three colleges).
Tools
Value orientation scale of Narendra Singh Chauhan, Self concept Scale of Mukta Rastogi and Sinha’s Comprehensive Anxiety test were used for the study.

Data Analysis: Inferential Statistics was used for the study.

Major Findings
There was a little difference between engineering and medical students and engineering and teacher training students. It was found that there was no difference in self concept of all the engineering, medical and pre service teachers. A significant difference existed in the anxiety of medical and engineering students in comparison to students of teacher-training colleges. There was a difference in creativity between students of medical and of teacher-training colleges.

Study: 23
Name of the Researcher: H. D. Desai
Title of the Study: A Study of Student Unrest and Student Welfare Activities in Universities of Gujarat State
Name of the University and Year of the Study: M. S. University Vadodara, 1989
Objectives
1. To study the causes of student unrest
2. To study the welfare activities in universities and their relationship with students’ unrest
3. To find out remedies for the problem

Sample
The sample of the study comprised total 500 students from five universities of Gujarat state were selected randomly by passive sampling technique.

Tool: A questionnaire and unstructured interview schedule were used for the study.

Data Analysis: Percentage analysis and qualitative analysis techniques were used for the study.

Major Findings
He found that the youngsters do action oriented activities, viz. shouting, processions, slogan, rally and strikes. Students do all these activities because lack of interest in study
problems of admission, heavy syllabus, poor results and political interest. Along with these were other causes like teacher favoritism, improper teaching and lack of library facilities. Most of the deans of students opined that students had a major role to play in combating student unrest and improving the institutional climate. For that, it was necessary to have more recreational facilities and students’ welfare activities.

Study: 24
Name of the Researcher: S. Ganapathy
Title of the Study: Self Concept of Student –teachers and their Attitude towards Teaching Profession
Name of the University and Year of the Study: Madurai Kamraj University, 1992
Objectives
1. To measures the attitude of student-teachers towards the teaching profession and assess their self concept
2. To find out the relationship between the self concept of student-teachers and their attitude towards teaching
Sample: The sample of the study comprised 723 Student-teachers from nine selected colleges of Tamilnadu.
Tools
The Tamil version of the Teacher Attitude Inventory (TAI) by Ahluwalia and the Self-Concept Scale by Mukta Rani Rastogi were used for the study.
Data Analysis: t-test and Pearson’s product-moment correlation techniques were used for the study.
Major Findings
He found that the male and female student- teachers had a favorable attitude and positive self-concept that was related to their attitude towards teaching profession.

Study: 25
Name of the Researcher: G.G. Nakum
Title of the Study: A Study of the Existing Value Pattern of Secondary Teacher trainees of Saurashtra
Name of the University and Year of the Study: Saurashtra University, 1991
Objectives
1. To find out the value pattern of secondary teacher-trainees with reference to their sex area, socio-economic status and faculty
2. To study the independent and interactive effect of sex, area, SES and faculty of education on values

Sample
The sample of the study comprised 525 secondary teacher-trainees selected from eight teacher-training colleges affiliated to Saurashtra University.

Tools
Personal value Questionnaire of G. P. Sherry and R. P. Verma and the Socio-economic status scale of K.G. Desai were used for the study.

Data Analysis
Mean, SD, Quartile deviation, percentile rank, Skewness, Kurtosis, t-test and ANOVA techniques were used for the study.

Major Findings
He found that the students scored higher on family, hedonistic and health values: average score in democratic, religious power and social values but very low score in economical, aesthetic and knowledge values. The independent effect of SES was found significant on democratic and aesthetic values and the interactive effect of sex, area and SES were found on democratic and economic values and these were significant. He also found that the science students scored a significantly higher on knowledge and health value than the non science students.

Study: 26
Name of the Researcher: P. C. Maheshwari
Title of the Study: A Study of Teaching Attitude as Related to Intelligence, Values and Sex among the Schedule Castes, Backward Classes and General Category Teacher trainees of Rohilkhand University
Name of the University and Year of the Study: Rohilkhand University, 1989
Objectives

1. To study the relationship between intelligence and teaching attitude of the schedule caste backward classes and general category of teacher-trainees
2. To find out the relationship between the value pattern and teaching attitude of the teacher-trainees of the above categories
3. To study the effect of the sex of teacher-trainees of the above categories on their teaching attitude
4. To study the differences in the teaching attitude of teacher-trainees of all the categories

Sample

The sample of the study comprised 426 Teacher-trainees (233 General category 95 Backward classes and 97 from Schedule caste) were selected by random sampling.

Tools

Teacher Attitude Scale of S.P. Ahluwalia, group test of Intelligence by R. K. Tandon and value test by R.K. Ojha were used for the study.

Data Analysis: t-test, correlation and multiple regression analysis techniques were used for the study.

Major Findings

1. Teacher-trainees of the general category scored a significantly higher than the backward class and schedule caste.
2. The difference in the teaching attitude of male and female teacher-trainees was insignificant.
3. The teaching attitude of the trainees was positively and significantly related with theoretical, economical, political and social values. In general category of teacher-trainees, a positive relationship was obtained with the theoretical and economic values.

Study: 27

Name of the Researcher: Rita Kagathara

Title of the Study: A Study of Effect of Orientation Programme for Developing Sensitivity towards Teaching Profession
Name of the University and Year of the Study: S. P. University V. V. Nagar, 2009

Objectives
1. To develop sensitivity among student-teachers towards their students
2. To develop sensitivity among student-teachers towards society
3. To develop sensitivity among student-teachers towards profession
4. To develop sensitivity among student-teachers towards ultimate aim
5. To develop sensitivity among student-teachers towards basic ideals
6. To study the effect of sensitivity Development Programme in developing sensitivity

Sample: The sample of the study comprised 192 student-teachers of two B.Ed. colleges of Saurashtra University.

Tool: The researcher (Self constructed) constructed Sensitivity Measurement Situational Test was used for the study.

Data Analysis: SD and t-test techniques were used for the study.

Major Findings
Student-teachers who have experienced the sensitivity development programme found more sensitive towards students, society, profession, ultimate aim, and basic ideals in comparison to the student-teachers who have not experienced the Sensitivity Development Programme. The result shows that the Sensitivity Development Programme was effective in developing sensitivity among the student-teachers.

Study: 28

Name of the Researcher: N. S. Mumthas

Title of the Study: Attitude towards Teaching before and After B. Ed Program

Year of the Study: 2012

Objective
The major objective of the study is ‘to find out and compare the Attitude towards Teaching of student-teachers before after undergoing the secondary level teacher education program
Sample
The sample of the study comprised 191 student-teachers comprising 37 males and 154 females from the University of Calicut Kerala.

Tool
Scale of Attitude towards Teaching developed by the investigator was used for the study.

Data Analysis: Test of significance of difference between mean scores was used for the study.

Major Findings
The findings suggest that students who enroll for secondary teacher education program are not homogeneous in their attitude towards teaching profession. Though there is no difference based on gender and marital status in attitude towards teaching of student-teachers when they enroll for B.Ed. course, students who are post graduates and those having average and high achievement have significantly better attitude towards teaching than students with graduation and those have comparatively low academic achievement. After having the teacher education program, student-teachers have significantly better attitude towards teaching profession than the attitude they had before the course in all the sub sample except males. That is, the present teacher education program makes no significant increase in male student teacher’s attitude towards teaching. Therefore, teacher education program should focus on equipping the prospective teachers with not only teaching skills but also promotion of positive attitude towards teaching.

Study: 29
Name of the Researcher: Manpreet Kaur
Title of the Study: A Study of Environmental Awareness among B. Ed. Students
Year of the Study: 2012
Objective
1. To study the level of environmental awareness of B.Ed students
2. To find out the environmental awareness of B.Ed. students with special reference to gender
3. To identify the environmental awareness of B.Ed students with respect of subject
Sample: The sample of the study comprised 100 Students of B.Ed. college from Patiala District Punjab.

Tool: A Self made research questionnaire on environment awareness was used for the study.

Data Analysis: t-test technique was used for the study.

Major Findings
The entire sample of students possesses adequate environmental awareness. There is a gap exist when compared genderwise, the male students were less aware than female students. It is suggested that the curriculum of B.Ed. should be re-planned & reorganized. Environment education should also be made compulsory in B.Ed. curriculum.

3.3.2 Review of International Studies

Table 3.3.2.1 List of International Studies

<table>
<thead>
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<th>Sr. No.</th>
<th>Title</th>
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<th>University and Year of the Study</th>
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<td>Grand Valley State University College of Education</td>
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<td>2.</td>
<td>The Value of Ethnic Diversity in the Teaching Profession: A New Zealand Case Study</td>
<td>Jocelyn Howard</td>
<td>College of Education University of Canterbury, New Zealand, 2010</td>
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<td>4.</td>
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<td>F. Eres</td>
<td>Gazi University Ankara, Turkey, 2011</td>
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<td>5.</td>
<td>Relationship of Academic SE to Self-Regulated Learning, SI, Test Anxiety and Academic Achievement</td>
<td>S. Ahmad, A. Hussain and M. Azeem</td>
<td>University of Education, Lahore, Pakistan, 2012</td>
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<td>University of Lakehead, Canada, 2012</td>
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<td>American University of Beirut, Lebanon, 2011</td>
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<td>The Role of Teacher Leaders in School Improvement through the Perceptions of Principals and Teachers</td>
<td>N. Akertl &amp; B. N. Martin</td>
<td>University of Central Missouri, United States, 2012</td>
</tr>
</tbody>
</table>
Study: 1

Name of the Researchers: S. Carson, S. Chandler and E. C. Collins

Title of the Study: Educating Higher Education and School Leaders in Matters of Peace

Name of the University and Year of the Study: Grand Valley State University College of Education Michigan United States of America. 2009

Objectives

To understand how restorative justice principles integrate into leadership programs and their relationship to learning, The researchers were specifically interested in exploring ways in which restorative justice principles could be integrated into a learning community – i.e., how those principles could be used to construct a shared vision, reduce violence, improve communication, enhance relationships, address issues of race, and foster respect.

Sample

The sample of the comprised five female educational leaders from different higher education venues an under that school and College students were selected for the study.

Research Method

To accomplish this, in all three settings they used a contrast/comparative perspective grounded in anthropological inquiry and action research methods (Reason, 2001). Care was taken from the beginning to construct a unified line of inquiry across the three contexts.

Tools/ Data Collection

(a) surveys (Fontana & Frey, 1994; Janesick, 1994), (b) interviews (e.g., formal, informal, in-depth conversational), (c) participant observations, (d) photographs, (e) field notes, and (f) anecdotal records and documents. In addition, student success indicators were collected and analyzed, such as: (a) increased attendance, (b) increased standardized test scores, (c) increased academic success, and (d) overall decrease in behavioral referrals to a principal or counselor were used for the study.

Major Findings

Restorative justice principles are sound. However, getting to the process is not easy. In fact, it was the most difficult practice for everyone involved in all three case studies. Also, training in these principles is not provided in educational leadership programs to any great extent. But without such support, a restorative justice framework cannot be implemented successfully. Educational leadership, if it is to be honest and inclusive, needs restorative justice practices. But,
at this point, because it is typically not included in the practice and instruction of leadership, the support necessary for individual leaders to sustain their implementation of these ideals is predominately individually motivated. To a person, each of the educational leaders across these three case studies spoke of the extreme weight of dread they faced as they tried, often in what seemed in vain, to pull the process forward. Ultimately, what emerged from these three case studies was a basic reality. Educational leaders need to be taught the value and processes of restorative justice. But they also need to be provided with ongoing support from all levels of leadership. Without this support, they cannot succeed. And ultimately, this means students are less likely to succeed. Even with only this basic understanding, the principles and process involved in restorative justice must be undertaken. To know and not act, particularly for the greater good, is an offense to the professional ethics of all educators. It is important to take one step at a time, even if the steps are small.

Study: 2

Name of the Researcher: J. Howard

Title of the Study: The Value of Ethnic Diversity in the Teaching Profession: A New Zealand Case Study

Name of the University and Year of the Study: College of Education University of Canterbury New Zealand, 2010

Research Questions

• How do generation 1.5 Asian New Zealand students and their parents perceive race matched teaching?
• Do generation 1.5 Asian New Zealand students and their parents perceive a need for a more ethnically diverse teaching workforce?
• Do Anglo-European New Zealanders perceive benefits in having a more ethnically diverse teaching population?

Sample

Purposive convenience sampling technique was used to select the student participants. The student participants in this study comprised four generation 1.5 Chinese New Zealanders, five generation 1.5 South Korean New Zealanders, and six students of Anglo-European ancestry who
were at least third generation New Zealanders. All students were aged between 16 and 18, and
were in their final two years of study at the same urban New Zealand Decile 7 high school.

**Research Method**
A self-completion survey and focus group interviews were employed to explore the perspectives
of three groups of high school students and their parents in relation to the research questions.

**Tool/ Data Collection**
A short questionnaire eliciting demographic information and an interview schedule which
included questions from an earlier study by Gordon (2000a). Participants were invited to write
notes in response to these interview questions prior to focus group discussions, and these were
included in the data analysis.

**Data Analysis**
A cyclic constant comparative approach to identify and categories emerging themes and
dissonances.

**Major Findings**
To determine the perceived advantages and disadvantages of race-matched teaching, participants
of Asian ancestry were asked whether they thought it was important for South Korean/Chinese
children in New Zealand schools to have South Korean/Chinese teachers. Although both parent
and student groups outlined some potential advantages of having same-race teachers, they also
drew attention to potential disadvantages. The majority of both groups indicated that they did not
expect race-matched teaching in New Zealand, nor did they view it as necessary. One Chinese
New Zealand student echoed the sentiments of many other Asian New Zealand participants when
she said: “I reckon when you come here, you’re not expecting [same-race] teachers to be
teaching you because you are going to a western country”.

All Anglo-European New Zealand parents in the study felt that Anglo-European heritage
teachers were preferable to minority-ethnicity teachers. In contrast, the majority culture student
group spoke very positively about personal and societal advantages that a diverse teaching
profession might confer, although they also drew attention to some potential disadvantages.

One further theme that emerged from the study related to the need for all teachers to be trained to
work effectively with an ethnically diverse student population. Each of these themes is now
reported individually Participants in both Asian-heritage student groups indicated that Asian
teachers could be valuable role models for same-race students.
Study: 3

Name of the Researchers: M. Baran & A. K. Maskan

Title of the Study: A Study of Relationships between Academic Self Concepts, Some Selected Variables and Physics Course Achievement

Name of the University and Year of the Study: Dicle University, Diyarbakır, Turkey, 2011

Objective
The aim of this study was to investigate the relationship between students’ academic self concepts and certain variables (type of school, gender, financial state of the family, educational background of the parents, a computer available for use at home and the number of siblings) and the relationship between academic self concepts and students’ achievement in the course of physics.

Sample: The sample of the study was comprised with 396 high school students.

Tools
The Academic Self Concept scale (the reliability coefficient of the scale was calculated by the researchers as 0.92), achievement scores in the course of physics and a questionnaire for the demographic background of the participants.

Data Analysis: Descriptive statistics, Independent samples t-test, Correlation analysis, Anova and Scheffe tests were used to analyze the data.

Major Findings
The analysis of the data revealed that the computational ability sub-dimension mean scores of the students attending the vocational high school were lower than those of the students attending other schools. Moreover, significant relationships and differences were found in students’ academic self concepts with respect to gender, parental education, and financial state of the family and availability of a computer at home. In the study, positive relationships were found between students’ achievement in the course of physics and the sub-dimension of interest in science.

Study: 4

Name of the Researcher: F. Eres
Title of the Study: Relationship between Teacher Motivation and Transformational Leadership Characteristics of School Principals

Name of the University and Year of the Study: Faculty of Education, Gazi University Ankara, Turkey, 2011

Objective
The aim of the study was to determine the motivation levels of teachers working in primary school and the level of transformational leadership qualities of school principals based on the perceptions of teachers; and then the investigate of the relationship between teacher motivation and the transformational leadership qualities of school principals.

Sample
The sample of the study comprised 397 class teachers and subject matter teachers who were chosen randomly and work at the central boroughs of Ankara.

Tool: Teachers’ Motivation Scale was used for the study.

Data Analysis
Arithmetic mean, standard deviation, Mann-Whitney U test and Kruskall Walls test were used. Also The Spearman’s rho test was used in finding the relationship between teacher motivation and the transformational leadership perception of school principals.

Major Findings
As a result of the study, it was determined the motivation levels of teachers is “partly satisfied” whereas the transformational leadership characteristics level of school principals is “rarely.” At the end of the study, no meaningful relationship was found between the transformational leadership characteristics of school principals and the level of teacher motivation.

Study: 5

Name of the Researchers: S. Ahmad, A. Hussain and M. Azeem

Title of the Study: Relationship of Academic SE to Self-Regulated Learning, SI, Test Anxiety and Academic Achievement

Name of the University and Year of the Study: University of Education, Lahore, Pakistan, 2012

Objectives
The study was conducted to analyze the relationship of academic self-efficacy to self-regulated learning, school identification, test anxiety and academic achievement at secondary school level. Another objective was to examine whether self-efficacy and school identification predict academic achievement or not.

**Sample**
The sample of the study comprised 426 students of Grade 10 (205 boys, and 221 girls).

**Tool**
Children’s SE Scales by Bandura, (2006), SE for academic achievement, SE for self-regulated learning” Britner and Pajares’s (2006) Science Anxiety Scale were used for the study.

**Data Analysis**
Pearson ‘r’ was used to examine the relationship between academic SE, SR, test anxiety, SI and academic achievement.

**Major Findings**
Results revealed significant correlation between the variables. Strongest relationship was found between students’ academic self-efficacy and self-efficacy for self-regulation. Self-efficacy beliefs at academic domain level were found contributing significantly to the prediction of academic achievement. Significant gender differences were not found on measures of self-efficacy beliefs at academic domain level, school identification, and anxiety. Girls’ academic achievement was found better than the boys’ achievement. Boys were reported better than girls on measure of self-efficacy for self-regulated learning.

**Study: 6**

**Name of the Researcher:** K. B. Sumra

**Title of the Study:** Study on Adjustment Problems of International Students Studying in Universities of The People’s Republic of China: A Comparison of Student and Faculty/Staff Perceptions

**Name of the University and Year of the Study:** Center for Policy Studies Islamabad, Pakistan, 2012

**Objectives**
To examine problems of international students in China and to know the perception of faculty/staff attached with students to compare problems in Higher Education in China
Sample
The participants were selected from seven public sector universities in Beijing hosting international students. Questionnaire was distributed to 420 students in the survey and 39 faculty and staff from seven universities on convenient basis.

Type of Research
The methodology used in this study was quantitative and qualitative to show problems and experiences of international students in academics, culture and social educational environment in China and comparison of faculty/staff perception to know the extent of understanding in education in China for international students.

Tool: Michigan International Students Problem Inventory (MISPI Porter 1993) was used for the study.

Data Analysis
The analysis was made in to two sections, first section was quantitative in which the responses of students and faculty/staff were ranked in Mean sequence and t-test was applied for comparison of students and faculty/staff perceptions. Furthermore regression analysis was made to know extend of problems regarding language barriers.

Major Findings
The findings proved that social and cultural problems were more prominent noted in problems in Higher Education in China in cultural, social and academic contexts. The policy recommendations were made to improve Educational understanding for International Students in China for policy makers and faculty/staff as well.

Study: 7
Name of the Researcher: G. S. Sarwar
Title of the Study: Teaching Practices and Student Motivation that Influence Student Achievement on Large-Scale Assessments
Name of the University and Year of the Study: Faculty of Education, University of Lakehead, Thunder Bay, Canada, 2012
Objective
The purpose of this study was twofold. The first purpose was to provide empirical evidence on the relationship among teacher practices, student motivation, and student achievement on a large-scale assessment in Grade 9 Mathematics. The second purpose was to examine the extent to which teaching practices, found in the literature and surveyed in a teacher questionnaire, aligned with those said to motivate students and improve their learning outcomes in mathematics.

Sample
The sample of the study comprised 790 schools data were collected from 790 schools. The total number of teacher participants was 6,373.

Tool: The Educational Quality and Accountability Office were used for the study.

Data Analysis: Pearson Correlations, Means and Standard Deviations for all Variables techniques were used for the study.

Major Findings
Results from the first PCA (Principle component analysis) revealed that the extraction of four components was found to be related to several frameworks found in the literature on teaching strategies. For the second PCA, two components were extracted which were related to student motivation. These extracted components were then used as two sets of independent variables in a hierarchical regression analysis in order to study their impact on student achievement in mathematics. The study revealed that four teaching practice components and the two student motivation components were significantly related to student academic achievement in mathematics on the large-scale assessment.

Study: 8
Name of the Researchers: Elizabeth Role and Lazarus Ndiku Makewa
Title of the Study: Evaluation of Student-teachers Grouped According to Teaching Subjects: Students’ Perception
Name of the University and Year of the Study: University of Eastern Africa, Baraton, Kenya. 2012

Objective
The purpose of this paper was to test if there was a significant difference between students’ evaluation of their student-teachers grouped according to teaching subjects. It also tested if there was a significant difference between evaluations of student-teachers grouped according to
teaching subjects in the following areas: preparation, supervision, teaching environment, and teaching practice experience.

**Sample**
The sample of the study was selected through purposive sampling technique. Twenty six (26) student-teachers (19) females and seven (7) males participated. A total of nine hundred and forty seven (947) students participated as respondents with two hundred and sixty nine (269) females and six hundred and seventy eight (678) males. Simple random sampling was used to identify the class which evaluated the student-teachers.

**Tool**
Four sets of questionnaires were constructed: one for the collaborating teachers, one for the head teachers, one for the students, one for the supervisors (department staff), and the other for the student-teachers.

**Data Analysis**
Pearson’s product measurement correlation coefficient and t-test were applied for the study.

**Major Findings**
The results indicate that the mean in the student evaluation of arts and sciences student-teachers are significantly different. The results also suggest that there was no statistical significant difference between evaluation of the student-teachers grouped according to teaching subjects (arts and sciences) on all the areas of teaching practice. Both groups have a high evaluation of preparation, teaching environment and teaching practice experience and have average evaluation on supervision.

**Study: 9**

**Name of the Researcher:** K. E. Hassan

**Title of the Study:** Quality of College Life (QCL): Validation of a Measure of Student Well-being in the Middle East office of Institutional Research and Assessment

**Name of the University and Year of the Study:** American University of Beirut, Lebanon, 2011

**Objectives**
The purpose of this paper is to extend the Sirgy et al. study and test the applicability of the model in the context of an American University (AU) in the Middle East, as well as investigate how student well-being can be measured at AU and how it contributes to identification with university.

**Sample:** The sample of the study comprised 950 Undergraduate students.

**Tool:** QSL Questionnaire and Sirgy model were used for the study.

**Data Analysis**

To ensure adequacy of the tools, reliability and discriminant validity of all the measures were calculated. Applicability of the Sirgy model to AU data and verification of the hypothesized factor structure were investigated using a confirmatory factor analysis (CFA). To identify QCL measurement model for AU, structural equation modeling (SEM) was used to estimate the factor model, in addition, descriptive and correlations were reported.

**Major Findings**

Results provided further validation to the Sirgy model and good evidence of the psychometric properties of the measures used, and the revised measurement model did fit the data well. These conclusions were further confirmed by the results of SEM. Implications of the findings and recommendations for future research are presented.

**Study: 10**

**Name of the Researchers:** N. Akertl and B. N. Martin

**Title of the Study:** The Role of Teacher Leaders in School Improvement through the Perceptions of Principals and Teachers

**Name of the University and Year of the Study:** College of Education, University of Central Missouri, United States of America, 2012

**Objectives**

The purpose of this quantitative study was three fold. First, the researchers’ strived to gain a better understanding of perceptions of teacher leadership roles from the point of view of the teacher and principal and any differences that may occur between the two positions. Secondly, the study examined the teachers’ overall interest of stepping into a teacher leadership position and ways they are encouraged or discouraged to take on this challenge. Thirdly, studied was the
extent to which principals and teachers believe the teacher leadership roles contribute to the overall school improvement.

Sample
The sample of the study consisted of 15 principals and 96 teachers throughout a Midwestern state.

Tool: The researcher created Teacher Leadership Roles Survey (TLRS) was used for the study.

Data Analysis: t-test technique was used for the study.

Major Findings
The data revealed significant differences in how principals and teachers perceive teachers’ involvement in teacher leadership roles, in ratings of involvement of teachers in leadership roles when compared to the ratings of how involved they would like to be in those same roles, and how principals and teachers perceived the impact of teacher leadership roles on school improvement. Implications for practice are important to principals, teachers, and district level personnel.

Study: 11

Name of the Researcher: K. Kulandaivel and T. R. S. Rao

Title of the Study: Qualities of a Good Teacher and a Good Student (a study in student ratings)

Name of the University and Year of the Study: R. K. Mission Vidyalaya, Coimbatore, 1968

Objective
To study the customs, life style and qualities required for being a good students and teacher

Sample
The sample of the study was 1227 boys and 1435 girls from standard VI to XI. Two checklists for studying qualities, one for students and the other for teacher were developed.

Major Findings
In a class a good teacher as viewed by the students, teaches well, inspires good qualities in students and reteaches the lesson when not understood by the students.: in dealing with the students he treats them alike without showing caste prejudice: he reprimands students for their follies then and there and tries to reform problem students: he is conscientious and acts as a guide to the students. A good student, as visualized by the group , reads well, secures good marks, behaves properly, acts according to the wishes of the teachers, respect the teachers, tries
to keep up the prestige of the school, chooses other good students as friends, acts in a way that other benefit by his education. Students laid greater stress on general behavior of the students than on mere academic achievement. The problems like dishonesty, selfishness, cruelty, immorality, biasness, prejudice, are frequently observed among teachers and students’ behavior which suggest the need of practicing social moral and cultural values.

3.4 Summary of National and International Studies

The summary of the national and international research give the overview of the need and importance of the study. Though, there were some tests and programmes prepared to make teachers sensitive and effective, but the picture of the shadow of this is little bit tragic. Here, the researcher researched the things that were not found before.

3.4.1 Summary of the National Studies

The study was carried out with an objective to prepare a Sensitivity Development Programme and know the effect of it in developing sensitivity in respect to student-teachers sensitivity towards Teachers, students, profession, society and school environment.

There were some national studies summarized and categorized as per the field of the study.

Teachers

The past studies conducted on teachers explained that there is yet to work for the teacher’s efficiency his/her knowledge, values, personality, attitude towards social services and many other issues. K. K. Thaker (2001) found that by implementing the programme we can develop their commitment towards their students, society and profession. The development towards fundamental values of life can also be developed. Chadda, D.K. (1985) found there was a difference between self concept and emotional adjustment of teachers. Khanna, P. (1985) has also found that arts and science teachers possess different traits of personality. The successful teachers had traits which were positively helpful and valuable for the mental health of the individual whereas unsuccessful teachers had traits which tended to lead the person to a kind of maladjustment.
Mangala B. R. (2012) found D.Ed. Students with high level of emotional intelligence was well adjusted with home environment. Emotional Intelligence did not have significant influence on social, emotional and health education. If emotional intelligence is lagging, a person finds it difficult to cope with the given situations. Emotional Intelligence does show a significant difference in social, emotional and health adjustment.

Students
The studies conducted on students explained that the personal problems of the students become obstacle in their academic and social development. The problems like anxiety, fear, stress, anger, lack of commitment dedication, irregularity, etc affect in their development. The past studies showed that if the child is developed under the proper care and guidance than s/he will definitely grow. The studies explained that there is a need to be emotional, sensitive and caring to the students. Indu, H. (1990) found the majority of teacher trainees of Coimbatore district possess average Emotional Intelligence. Nakum, G.G. (1991) found the students scored higher on family, hedonistic and health values: average score in democratic, religious power and social values but very low score in economical, aesthetic and knowledge values. Chowhan S. (1992) found that medical and engineering students are more anxious and creative than students of teacher-training colleges. Desai, H.D. (1989) found that the youngsters do action oriented activities, viz. shouting, processions, slogan, rally and strikes. Students do all these activities because lack of interest in study problems of admission, heavy syllabus, poor results and political interest. Along with these were other causes like teacher favoritism, improper teaching and lack of library facilities. Most of the deans of students opined that students had a major role to play in combating student unrest and improving the institutional climate. For that, it was necessary to have more recreational facilities and students’ welfare activities. Bhadury J. (1989) found that to maintain the progressive effect, continual feedback was necessary. Feedback was effective in bringing about change in personality in the expected direction. Attitude towards teachers, pro social value orientation and pro social behavioral orientation had a negative relationship with psychopathic deviation, neuroticism, delinquency anti social behavior and jealousy.
**Teaching Profession**

Sometimes it is observed that people being in the profession have not understood the profession and its professional ethics and duties towards the society. Garg, N.K. (1983) studied the degree of teacher’s sense of professional responsibility was less in some secondary schools. He also found that teachers in high support and satisfaction climate were found to be more responsible professionally than teachers in low support and satisfaction climate schools. Sumangala & Ushadevi (1989) found that the role conflict and attitude towards Teaching Profession are significant predictors of success in teaching among secondary school. Role Conflict contributes more to the variation in success in teaching when compared to Attitude towards Teaching Profession. B. Sreenivasulu (1989), found teachers with high mental health are more effective. Stress impacts on teacher effectiveness. He also found that the teachers with high emotional intelligence are effective than the teachers with low emotional intelligence. Kagathara, R. (2009) found the sensitivity development programme helped to sensitize student-teachers towards students, society, profession, ultimate aim, and basic ideals. N. S. Mumthas (2012) found that students who enroll for secondary teacher education program are not homogeneous in their attitude towards teaching profession. The present teacher education program does not make a significant increase in male student teacher’s attitude towards teaching profession. Therefore, teacher education program should focus on equipping the prospective teachers with not only teaching skills but also promotion of positive attitude towards teaching profession.

**Society**

Aims and objectives of any teacher education say that teacher should cater the needs of the society. Teachers should be sensitive towards social issues, social system and social patterns. While training the pre-service teachers for the teaching profession they must be taught to work for the welfare of the society. Some national studies conducted towards society are summarized here.

Chaturvedi, R.D. (1988) found that in all the spectrum of human beings, attitude of people towards social change was quite sensitive to value orientation. Dadu, P. (1992) found urban female and male students are more sensitive in economic aesthetic and political values in comparison to rural urban male and female students. Agarwal, M.A. (1980) developed an Attitude scale and found that Education and religion played a very important role in changing the
attitude of women to various social practices and traditions. Maheshwari, P. C. (1989) found a difference in the teaching attitude of male and female teacher-trainees. Teaching attitude of the trainees was positively and significantly related with theoretical, economical, political and social values. The summary of the studies suggest the need of certain activities for community and the effect of the activities in making people concern, sensitive towards society.

**School Environment**

The rules and regulation of the school and keeping the campus clean, conducive and making the people environ-concern is always a challenging tasks. It requires regular practice and form in the habits of the teacher –educators, school teachers’ trainees and school students. Gupta, A. (1986) found that the teachers pointed out constrains like crowded class-rooms, lack of time for proper planning of activities, loss of interest in the absence of regular follow up action etc. Teachers had shown a favorable attitude towards various dimensions of Environment education, their divided opinions or unfavorable attitudes towards some issues on the attitude scale indicated their lack of awareness of the interdisciplinary nature of the subject. Kaur, M. (2012) found the entire sample of students possesses adequate environmental awareness. There is a gap exist when compared gender wise, the male students were less aware than female students. It is suggested that the curriculum of B.Ed. should be re-planned & reorganized. Environmental education should also be made compulsory in B. Ed. curriculum. Kumar, K. (1972) found that different social climates have differential effects in certain aspects of student behavior. Personality characteristics such as emotional instability, depressive tendency, moral values, activity, paranoid tendency, and introversion differentiate between climate groups. The findings of the study demonstrate empirically what so far has been assumed on a priori basis regarding the effectiveness of the open climate for the proper development of the personality and adjustment of pupils.

The summary of the review of related research in various fields explained the need of accurate implementation of value based activities or healthy practices in teacher education colleges. Few research proved that the implementation of such programme or activities definitely help to sensitize people. This way it can be said that people are not insensitive but there is a need of accurate implementation of certain activities to make them sensitive in teaching profession.

**3.4.2 Summary of the International Studies**
The International research also emphasis the need of value oriented or quality based models or programme to be planned for the teacher’s community. The education is one of the dimensions of the society and if the teacher is sensitive and professional to his/ her duty than there will be peace in society. Here, Carson, S., Chandler, S. & Collins, E.C. (2009) found that the Educational leaders need to be taught the value and processes of restorative justice. But they also need to be provided with ongoing support from all levels of leadership. Without this support, they cannot succeed. To know and not act, particularly for the greater good, is an offense to the professional ethics of all educators. Kulandaivel, K. and Rao, T. R.S. (1968) found that students laid greater stress on general behavior of the students than on mere academic achievement. The problems like dishonesty, selfishness, cruelty, immorality, biasness, prejudice, are frequently observed among teachers and students’ behavior which suggest the need of practicing social moral and cultural values Eres, F. (2011) found that motivation levels of teachers is “partly satisfied” whereas the transformational leadership characteristics level of school principals is “rarely.” At the end of the study, no meaningful relationship was found between the transformational leadership characteristics of school principals and the level of teacher motivation.

Likewise students should possess academic and social skills. Baran, M. & Maskan, A. K., (2011) found that there was a difference between students’ academic self concepts with respect to gender, parental education, and financial state of the family and availability of a computer at home. Ahmad, S., Hussain, A. & Azeem, M., (2012) found strongest relationship between students’ academic self-efficacy and self-efficacy for self-regulation. Self-efficacy beliefs at academic domain level were found contributing significantly to the prediction of academic achievement. Girls’ academic achievement was found better than the boys’ achievement. Boys were reported better than girls on measure of self-efficacy for self-regulated learning. Sumra, K. B. (2012) proved that social and cultural problems were more prominent noted in problems in Higher Education in China in cultural, social and academic contexts. The policy recommendations were made to improve Educational understanding for International Students in China for policy makers and faculty/staff as well. Tuimur, R., Role, E. & Makewa, L.N., (2012) found that science students are better than arts students Both groups have a high evaluation of preparation, teaching environment and teaching practice experience and have average evaluation on supervision. Howard, J. (2010) indicated that students did not expect race_matched teaching
in New Zealand, nor did they view it as necessary. Further, he suggested the need for all teachers to be trained to work effectively with an ethnically diverse student population. Sarwar, G. S. (2012) revealed that teaching practice components and student motivation components helped in student academic achievement in mathematics. Akert, N. & Martin, B. N. (2012) found that there was a difference between the principals and teachers’ involvement in leadership roles and the impact of teacher leadership roles on school improvement. He said that practices are important to principals, teachers, and district level personnel.

The international studies suggest issues for the further studies like Improving teacher’s leadership role, motivation level of the students, punctuality and accuracy of the students at work, practice inculcation of social, cultural and moral values, professional ethics and readiness to do work etc.

3.5 Review of Related Books and Conceptual Articles

There were some books related to the main point i.e. sensitivity and emotion were reviewed by the researcher to strengthen the need of the study. The books are as under.

3.5.1 Review of Related Books

1. **Kumar K.B.S. (2006).** in his book ‘Developing Emotional Intelligence’ mentioned that intelligence of a person is no more under the sole monitoring of the cognitive scales. Another crucial factor that certifies the intelligence of a person is his ability to understand and manage his emotions, and understand and manage other’s emotions. Researchers have acknowledged the significance of emotional and the managements of emotions of oneself of others and that is referred to as emotional intelligence. Emotional intelligence is about the traits like self awareness, self motivation, empathy, managing relationships and these skills sets are becoming increasingly popular to the point of being adopted as a practice across the organizations. Emotional intelligence is imperative for the spurious and managers to ensure the desired performance of the staff. Hence, it is the responsibility of the managers/senior staff to foster the EI culture at the workplace and reap better productivity through better relationship management. Given that EI is becoming so popular in the academia, and granting that the concept is a psychological one, it is important for the corporate and researchers in India and across the world...
to understand what it does really mean and to be aware of self and others. This attempt proposes a collection of articles that would focus on developing and inculcating EI as a trait in the people, which promises efficient performance and effective relationship management. The book is deal as ready reference for students, corporate executives, academicians and researchers.

2. Codaty J. (2008). In her book ‘Understanding Emotional IQ’, mentioned that an emotionally strong person is better adjusted to his work environments- and more capable of handling social and personal relationships. Thus he is in a better position to lead a more successful, wholesome and fulfilling life.

Although everyone has a certain ingrained emotional personality, there is always scope for improvements. In this well researched volume, the author shows how to improve one’s emotional personality with clear-cut examples of different types of behavioral patterns, with findings of leading psychoanalysis like Meslow and Hans Selye. Citing examples of model personality like Mahatma Gandhi, she analyses basic emotions eg. Anger, love, fear, phobia or sadness with sound tips on how to manage their extreme forms. This book is amply illustrated with examples and test charts in the Indian context and sensibly designed to strengthen your emotional aptitude to achieve perfection in your life.

3. Rao, D.B., Dutt, B. S. V. & Swamy C. A. P. (2004). In their book ‘Self Evaluation in Student Teaching’ talked that it is universally accepted that the quality of development of a nation depends on the quality of its citizens. The quality of its citizens depends on the quality of education they receive. And the quality of education depends on the quality of the teachers. Hence, the teachers are considered as the real architects of a nation and the importance of teachers in a nation is as clear as the presence of the sun in the sky. Considering the role of teacher, the present study the role of self evaluation in student teaching is the heart of teacher education and self evaluation is the soul of teaching efficacy. This study states that the prospective teachers are having satisfaction about their teaching. They have satisfaction regarding the use of teaching strategies, educational technologies, teaching procedure, classroom management, etc. but half of them experienced difficulty in the conduct of the lesson in terms of perfectness. Almost all felt that they can improve their teaching if they get a second chance to teach the lesson, which is a good sign of faith and confidence.
4. Kravitz, S. M. & Schbert, S.D.(2011). ‘Emotional Intelligence Works’ talked that intellectual and technical skills are no longer enough on their own to assure success in the workplace. Emotional intelligence allows you to connect with others one-on-one and in groups- a critical skill in business today. People who are emotionally smart waste less time on personality conflicts, stay in control under stress and achieve greater satisfaction at work and at home. The book also talks about the benefits and challenges to improving emotional intelligence, assess the need for individual and organizational improvements, develop the core skills of emotional intelligence and apply model strategies in business and social settings.

5. Roberts R. (2006). ‘Self Esteem and Early Learning’ This is very accessible, enjoyable, well-informed, clearly conceived and emotionally and intelligent book will be of interest to all early years practitioners, whether experienced or embarking on initial teacher training, for it is always useful to be reminded that the personal, social and emotional area of learning must be of prime importance in early years curriculum. Focusing on the period from birth to school, this book is about babies and young children’s feeling, their learning and the ways in which the key adults in their lives can support their emotional, social and cognitive development. Looking at the perspectives both of the child and the adult, it presents thought-provoking ideas and questions on how adults can make the most of opportunities to support the babies and young children with whom they live and work. A story in episodes is embedded throughout the book, making this an accessible and enjoyable read. The chapters like brain research and its possible implications, behavior, positive learning dispositions, young children’s transitions and including starting schools. The book is an exploration of the basis of the key person relationship. It looks at attachment in practice, linking developmental issues with the foundation of long term self esteem.

6. Bhattacharya M.S. & Sengupta N. (2007). ‘Emotional Intelligence’. The book has been divided into three parts. Part one; ‘Emotional Intelligence-Myth or reality’ makes an attempt to investigate the genesis of the concept of emotional intelligence, its evolution and the available findings in literature chapters1 and 2. Chapter-1 covers the theoretical background and the
history of the concept, while in chapter-2, various models and significant research findings on emotional intelligence have been discussed.

Part-two of this book ‘Components of Emotional Intelligence’ consists of chapter-3 and 4. Chapter 3 discusses self concept and self esteem in relation to different life stages of human beings and its relevance to emotional intelligence. Chapter-4 develops on the social cluster of emotional intelligence, which allows creating positive long lasting and enduring social relationships needed for development of human relationship and growth.

Part-3 of the book includes certain application areas of emotional intelligence, which consists of chapters 5, 6, 7 and 8. Chapter-5 looks into the relationship between emotional intelligence and education from the perspective of development of an integrated sense of identity to become effective learners and doers in group learning situations, as well as apply some of the lessons learnt therein, in real life situations. Chapter-6 attempts to forward a satisfactory explanation that would recognize the contribution of the emotional intelligence in building effective leadership. In chapter-7 the role of emotional intelligence in organizational and group effectiveness has been discussed in the total context of individual, group and organizations. In chapter-8, an attempt has been made to address the significance of culture in emotional intelligence; Indian cultural dimensions and their implication on managerial effectiveness and the rationale for developing an emotional intelligence scale in India. Finally, an original instrument for measuring emotional intelligence in Indian context is given in this chapter.

7. Fotis G.W. (2002). ‘Nine Most Powerful Ways to Improve your People Skills’. It is an earnest wish that 9most powerful ways to improve your people skills will be of significant interest and perhaps, some benefit to many people in their work, family and community lives. Especially, a wish that younger men and women would find it useful in planning and working toward their own futures. This is particularly so because they will be our new leaders in a highly technological, complex world...and because it is truly believed that the basic principles contained in this book, so essential to a fruitful, worthwhile life- never change.

He talked about the following nine ways to acquire people skills

**Personal Ethics:** The Golden rule

**Adaptability:** Adjusting to change

**Tact:** Sensitivity to others
Credibility: Earning Trust

Intercommunication: Dynamic Expression

Persuasiveness: Convincing with credibility

Objectivity: Dealing impartially

Initiative: Getting a headset

Self-discipline: Hallmark of Leadership

The author has shared 70 years multinational business and management training experience. He has discovered that these nine powerful people-skills can make the difference between competence and outstanding success.

3.5.2. Review of Conceptual Articles

1. Prasad, R. (2010) studied on ‘Value –Orientation among University B.Ed. Students.’ In this article it is mentioned that B.Ed. Students were much concerned with their security and national security and were least concerned about the knowledge to be acquired through education raising concern on their least preference for knowledge and intellectually.

The National Curriculum Framework (2005), NCERT, echoes the vision of integrating values in every aspects of schooling, seeking guidance from the constitutional vision of India as a secular, egalitarian and pluralistic society, founded on the values of social justice and equality. The values enshrined in the Constitution assume paramount significance (NCF 2005). From ancient days education had given much importance to inculcation of values like love, self realization, brotherhood, tolerance, freedom, courage, self-reliance, dignity of labor, honesty, truth and fearlessness etc.

2. Kaufman& Snell, (2003) studied improving students’ relationships with teachers has important, positive and long-lasting implications for students’ academic and social development. Those students who have close, positive and supportive relationships with their teachers will attain higher levels of achievement than those students with more conflictual relationships.

3. Mohanna, K. studied on ‘The student-centered sensitive teacher’. He said that students need support and expert facilitation in learning. Further, Student-centered teacher chooses to help learners acquire new knowledge, skills and attitudes whilst at the same time developing meta-cognitive skills.
4. Snell, A.E. & Paro, K. M. P(2003) found that sensitive teacher-child interactions not only promote children's social and emotional learning but also enhance academic skill development.  

5. Karen Ngeow & Karen, Y. S. (2002) also suggested principles like, increase emphasis on the affective domain of learning, help learners develop skills, attitudes, and beliefs that support self-regulation of the learning process.  

6. Miguel S. Archival (2011) said that students need knowledge about various cultures, as well as skills in understanding how to deal with the social intercultural sensitivity and general education.  

7. Grossman, G. R.(1990) Studied ‘Teaching Moral Sensitivity and Truth’ He found that good character traits do not merely happen on their own, but must be inculcated into children by parents and teachers. The teacher should inspire his students to broaden their horizons.  

3.6 Distinguish Features of the Present Study  

It was found after reviewing the past studies that there was a need for further studies in this area. The researcher also found a need to construct new tools, programmes in these fields. The Review of related studies also explains how the present study is different from the past studies.  

- The researcher constructed one test i.e. Sensitivity Measurement Situational Test (SMST) and one programme i.e. Sensitivity Development Programme (SDP).  
- The SDP was prepared to measure its effect on student-teachers sensitivity towards five fields. They are sensitivity towards teacher, students, teaching profession, society and school environment. All the selected fields are essential and teacher has to be sensitive towards all these fields.  
- The nature of the present study is broad. There are many areas for further study. First, the researcher has not taken any secondary independent variable second, the programme is divided into three different sections third, the sample of the study fourth, certain activities to inculcate values.  
- The present study was not only theoretical but also applied one because it was based on the value set and professional ethics of teachers.  
- The present study was different because it was carried out with the aim, how pre service teachers be trained and sensitize towards the five fields.
• Some activities planned in the programme are not being conducted in all the teacher-education colleges.

3.7 Conclusion
The review of related research, conceptual articles and related reference books help researcher to broaden his/her perspectives in the respective topic. This also helps to prove the distinguish features and the need of the study at the present scenario. The review of the related literatures also helps the researcher to understand the uses of different types of tests, methodology, activities, programmes and to increase the effectiveness of the study.