CHAPTER – II

REVIEW OF RELATED LITERATURE

2.1 OVERVIEW

This chapter deals with five sections. The first and second sections give an overview and a brief introduction. The third section deals with purpose of the review of literature. The fourth section elaborately gives the classification of Indian Studies and Foreign Studies of Emotional Maturity, Self-Esteem and Teaching Competency of the PSS Teachers. The fifth section clearly gives the critical review of the second chapter.

2.2 INTRODUCTION

Any worthwhile research study in any field of knowledge requires an adequate familiarity with the work, which has already been done in the same area.

The review of literature involves locating, reading, and evaluating reports of research as well as reports of casual observation and opinion that are related to the individuals planned research project. The insights and knowledge gained by the review almost inevitably lead to a better designed project and greatly improve the chances of obtaining important and significant results.

Best, (1997) says that, “A brief summary of previous research and the writing of recognized exports provide evidence that the researcher is familiar with what is already known and with what is still unknown and untested”. Since effective research must be based upon past knowledge, review of related literature helps to eliminate the duplication of what has been done.

The review of related literature helps to define the field of his research to understand the research methodology he is going to apply, to know about the tools and instruments, to provide an insight into the statistical methods and to know about the
recommendations of the previous researches listed in their studies. Thus review of related literature is a corner one of the building on which the building is constructed.

Review and abstracting journals which give brief summaries of research studies reported in a wide variety of periodicals are great timesavers. A research worker has to become acquainted with research techniques and progress by reading several periodicals devoted primarily to abstracts and reviews.

2.3 PURPOSE OF THE REVIEW OF RELATED LITERATURE

1. The review of related literature enables the researcher to define limits of his field. It helps the researcher to delimit and define his problem. The knowledge of related literature, brings the researcher up-to-date on the work which others have done and thus to state the objectives clearly and concisely.

2. By reviewing the related literature the researcher can avoid unfruitful and useless problem areas. He can select those areas in which positive findings are very likely to result and his endeavours would be likely to add to the knowledge in a meaningful way.

3. Through the review of related literature, the researcher can avoid unintentional duplication of well established findings. It is no use to replicate a study when the stability and validity of its results have been clearly established.

4. The review of related literature gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted. It helps the researcher to know about the tools and instruments which proved to be useful and promising in the previous studies. The advantage of the related literature is also to provide insight into statistical methods through which validity of results is to be established.

5. The final and important specific reason for reviewing the relate literature is to know about the recommendations of previous researchers listed in their studies for further research. (C. R. Kothari 2007).
2.4 CLASSIFICATION

The studies in the review of literature are classified into Indian and Foreign studies.

2.4.1 INDIAN STUDIES

In India, may investigators have studied the relationship between teaching aptitude and other factors like interests, achievement, selection processes and so on? Studies on teaching competency of teachers in respect of particular subject or general teaching or in comparison with other aspects have been carried out from many quarters of education.

2.4.2 INDIAN STUDIES - EMOTIONAL MATURITY

Murthy (1978) studied the emotional behaviour of secondary school children on the basis of educational and vocational guidance. The main objective of the study was to develop a scale for assessing the emotional behaviour of the school-going children for providing educational and vocational guidance. A sample of 1250 students completed seventh standard was taken. Opinionnaire and self-reporting inventory were used as tool. The statistical technique used was correlation coefficient, and test-retests reliability coefficients. The major findings were (i) the coefficients of correlation between the inventory and the rating scale area-wise were; wonder 0.99, distress 0.98, superiority 0.98, inferiority 0.99, creativeness 0.97, (ii) test-retest reliability coefficients established area-wise for the inventory were: wonder 0.73, distress 0.85, superiority 0.78, inferiority 0.84 and creativeness 0.88.

Agarwal (1981) conducted a study of factors related to career maturity of school students. The main objectives of the investigation were (i) to study the development pattern of career maturity area three school stages (standards VIII, X and XII) in both sexes, (ii) to study the sex differences in career maturity at the three school stages and (iii) to study the relationship of career maturity with selected socio psychological variables,
and to final out the most relevant variables which would predict career maturity at the three grade levels in boys as well as in girls. A sample of 869 students (438 boys and 431 girls) of standards VIII, X and XII, selected on a random stratified basis from the schools of Delhi, The career maturity inventory attitude scale of Crites was specially adapted by the investigator for measuring career maturity of the students. Product moment correlation was computed to study the relationship of career maturity with different socio-psychological variables. The major findings were (i) there were significant differences in the career maturity measures across three grades (ii) sex differences were found in career maturity (iii) positive correlation between career maturity and certain personality factors.

Arya (1984) conducted a study on emotional maturity and value of superior children in family. The objectives of the study were, (i) to find out the relationship between intelligence and emotional maturity of boys and girls separately, (ii) to find out the relationship between intelligence and value of boys and girls, (iii) to compare the value of boys and girls three residential locations, (iv) to compare the ratings of mothers and fathers for boys and girls, (v) To study the effect of sex, age, and residence on emotional maturity of superior children. The sample comprised 300 subjects superior in intelligence. The Group Intelligence Test, Emotional Maturity scale were used. The data obtained were analysed with help of correlation and two-way analysis of variance. The findings were, (i) superior boys and girls did well on emotional maturity tests. Superior intelligence showed high relationship with emotional maturity. (ii) On the values of children, differences were observed for urban boys and girls on continuity, tradition and security and role motivation. (iii) There were no significant differences on emotional maturity based on age, (iv) Residence did not link with emotional maturity.

Sabapthy T. (1986) conducted a study of relationship of manifest anxiety, emotional maturity of standard Xth students of their Academic Achievement. The researcher examined
the relationship between the variables anxiety, emotional, social maturity, socio-economic status and academic achievements of students. He found emotional maturity was positively and significantly related to achievement in individual subjects and academic achievement in particular.

Shakunthala (2001) conducted a study on adjustment of secondary school teachers in relation to their teaching competency, emotional maturity and mental health. The findings were: (i) there was a high, positive and significant correlation between teachers’ adjustment and teaching competency of secondary school teachers; (ii) there was a high positive and significant correlation between gender, adjustment, teaching competency, emotional maturity, mental health among teachers in secondary schools; (iii) there was a high positive and significant correlation among emotional maturity, adjustment, teaching competency, mental health among teachers in secondary school; (iv) there was a high positive and significant correlation between teaching consistency and adjustment of teachers working in government and private secondary schools; (v) there was a significant difference in teaching competency of secondary school of male and female teachers; (vi) there was a significant difference in teaching competency of teachers working in government and private secondary schools; and (vii) there was no significant relationship between adjustment and teaching competency of secondary school male and female teachers.

Gakhar S.C. (2003) conducted a study on emotional maturity of students at secondary stage: self concept and academic achievement. This paper probes into the relationship between emotional maturity and self concept on academic achievement of students at secondary stage. Conducted on a sample of 200 students of secondary stage, the study reveals that (i) there is significant difference in the emotional maturity of students of government and private schools; (ii) there is significant difference in the emotional maturity of students who are in hostels and Day-scholars; and (iii) there is significant difference in the
emotional maturity of children of working and non-working mothers and the academic achievement on self concept. It was found a significant negative correlation is found between self-concept and emotional maturity. It was also found negative correlation between academic achievement and emotional maturity. There is significant difference in the emotional maturity of boys and girls. It is revealed that there is significant difference in the emotional maturity of students belonging to urban and rural areas and emotional maturity of students of rural areas is more as their mean scores on emotional maturity inventory is less. There is significant difference in the emotional maturity of students who study in government and private schools. Further emotional maturity of students of private schools is more as compared to their counterparts due to low mean score on emotional maturity scale. It also shows that there is insignificant difference in the emotional maturity of students who live in hostels and those who are Day-scholars. The study also reveals that there is insignificant difference in the emotional maturity of children of working and non-working mothers.

Chenna Reddy (2006) conducted a study on emotional maturity of B. Ed students in relation to certain factors. The objectives of the study were: (i) to find out the influence of locality on the emotional maturity, (ii) to find out the influence of the family on the emotional maturity. To method adopted for the study was survey type. Emotional maturity scale developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava has been adopted for the present study. The sample consists of 100 B. Ed. students studying in Anantapur town. The sample was selected by random sampling procedure. Female students were more emotional than male students. Locality does not significantly influence the emotional maturity. Income of the family had a significant influence on the emotional maturity of B. Ed. Students.

Neelakandan (2007) conducted a study on emotional competence of primary school teachers. The objectives of the study were: to understand the emotional competence of school–teachers of Cuddalore district of Tamil Nadu 300 primary school teachers of
Cuddalore district of Tamilnadu State were selected as sample by using random sampling technique. The Emotional Competence Scale by Sharma and Bhardwaj was use for data collection. Statistical measures such as mean, standard deviation, t-test and analysis of variance were used to interpret the obtained data. The primary school teachers of Cuddalore district, Tamil Nadu State had average level of emotional competence, the teachers having higher qualification only. Also the result showed that there was no significant difference between any two categories of sup-samples of teachers belonging to different groups in relation to their experience, in respect of their emotional competence.

Usha and Rekha (2009) conducted a study on the emotional competence and mental health as predictors of academic achievement. The objectives were to investigate the emotional competence and mental health as predictors of academic achievement among the secondary pupils of Kerala. The methodology of the study consists of a sample of 530 secondary school students of Thrissur and Ernakulam. The sample was selected using proportionate stratified sampling technique. The tool consists of Scale of Emotional Competence (2006) by Usha and Rekha to measure Emotional Competence. Mental Health Status Scale by Usha, Anil and Remmya was used to measure the Mental Health of the secondary school pupils. Achievement Test in Physics (2004) by Usha and Suchitra was used to measure the Achievement of IX standard pupils in physics. The collected data was analyzed by mean, standard deviation. ‘t’-test, chi – square and correlation. The findings are the Emotional Competence is the best predictor of Achievement in Physics of secondary school pupils. Mentally healthy children accept their responsibilities make their own decisions, plan ahead, set realistic goals for themselves, and in problem solving fashions do the best they can in the problem situations they encounter or create.

Narendra G. Pachpande (2011) conducted a study on the effect of emotional maturity of primary teachers on their teaching attitude. The main aim of the study is to
study the emotional maturity of primary teacher, to study the teaching attitude of primary teacher and to study the effect of emotional maturity of primary teachers on their teaching attitude. Correlation descriptive method is used. The sample consists of 533 primary teachers. The sample was selected by stratified random sampling method. From 533 teachers 140 primary teachers are selected from Jilha Parishad school of Amalner taluka. So we can say that the effect of maturity on his teacher attitude is positive i.e if emotional maturity is good, then teacher attitude is high. From this we can say that the effect of emotional maturity on teacher attitude of primary teacher is positive.

Sahab Ram Kumawat (2012) conducted a study on emotional maturity in post graduate students of vocational education. Emotional disorder is major problem in Indian youth of PG students. Emotional Maturity gives us a perfect personality. The purpose of this study was to find out difference Emotional Maturity in Vocational Education postgraduate students. The survey method was applied on 600 samples. Emotional Maturity Scale by Prof. Yushvir Sen and Dr. Mahesh Bhargava, questionnaires were administered and (600 post graduate students of Vocational Education) responses were received. The results of the study were that 1. There is no significant difference in Emotional Maturity between Master of Technology students, Master of Business Administration students and Master of Computer Application students. For research suggestion an action plan was given implementation.

**Objectives of the study:-**

1. To compare the Emotional Maturity between Master of Business Administration and Master of Computer Application students.
2. To compare the Emotional Maturity between Master of Computer Application and Master of Technology students.
3. To compare the Employability between Master of Technology and Master of Business Administration students.

**Hypothesis**

1. There is no significant difference in Emotional Maturity of Master of Technology and Master of Business Administration students.
   
2. There is no significant difference in Emotional Maturity of Master of Business Administration and Master of Computer Application students.
   
3. There is no significant difference in Emotional Maturity of Master of Computer Application and Master of Technology students.

   **Manjeet Kaur (2013)** conducted a study on comparative study of emotional maturity of senior secondary school students. The present study investigated the emotional maturity of adolescents of Chandigarh. The study was conducted on a group of 200 students, 100 boys and 100 girls from government and private senior secondary schools of Chandigarh. The findings of the study revealed that there was not any significant difference in various areas of emotional maturity of government and private school students; no significant difference in the emotional maturity level of boys and girls of senior secondary schools of Chandigarh.

**The Objectives of the Study**

1. To study and compare the emotional maturity level among government and private senior secondary school students.

2. To study and compare gender difference with regard to emotional maturity of senior secondary school students.

**Hypotheses**

1. There will be no significant difference in emotional maturity of government and private senior secondary school students.
2. There will be no significant gender difference in emotional maturity of senior secondary school students.

Amit Dharmal Wagde and Showkat Ahmed Ganaie (2013) conducted a study on emotional maturity and coping strategies among the students pursuing rehabilitation studies. There is a relationship between people's emotional maturity and coping methods they prefer. Less emotionally mature people tend to prefer rather primitive and often inefficient coping methods, while more mature people lean towards more sophisticated and more useful methods. Aim of the study to examine the relationship between emotional maturity and ways of coping of students who are pursuing rehabilitation studies. Participants consisted of a purposively selected 60 students respect to their course and gender. 30 male students and 30 female students. Participants completed self-reported measures of emotional maturity scale and ways of coping questionnaire. The results indicating relation between emotional maturity has correlation with confrontive coping and positive reappraisal coping. Positive reappraisal coping were found negatively correlated with emotional maturity and this correlation is highly significant. There is no significant difference in level of emotional maturity and ways of coping among the students respect to their gender. There is significant difference found for seeking social support way of coping among students respect to their course. There is significant difference found for accepting responsibility way of coping among students respect to their gender.

2.4.3 FOREIGN STUDIES – EMOTIONAL MATURITY

Sheila Paine (1997) conducted a study on early obsessive drawings and personal development. Drawing activity may not be inherently therapeutic, but evidence of the
affect of (traumatic) experience in drawings, is especially apparent in the work of some exceptionally creative persons and of children who draw obsessively. The notion of drawing as potentially therapeutic rather than merely responsive, assumes that the activity and the imagery are interactive in some way with the personality and development of those who draw. This assumption is supported by a new childhood-to-maturity case-study, which focuses on the drawing and development of one individual with exceptional drawing skills, who has gradually emerged from acute learning, emotional and social difficulties. The evidence from his drawings over a twenty-year period is extended by his own memories (and by observations of him at the time) of their early motivation and significance. Some of his greatest difficulties were also the spur to his creative energy and the activity of drawing and the drawings themselves were instrumental in his maturation.

Ronald Lee Zigler (1998) conducted a study on the stress of adversity, samadhi and spiritual development: science and the psychodynamics of non-specific experience. While it has been widely observed that the stress of adversity may prompt spiritual/moral growth, for a number of reasons there is little research or theory that explains the basis on which such experience would lead to the emotional maturity and moral sensitivity that characterizes spiritual development. Inquiries are complicated by the fact that the stress of adversity can just as well lead to emotional disintegration. This article advances a model which seeks to clarify the role that adversity plays in promoting spiritual development. Drawing from psychoanalytic theory, neuroscience and yoga psychology, a model is presented which may not only plausibly explain the phenomenon under consideration, but in addition, the role of meditation practice in advancing spiritual/moral growth. Such a practice may be more humane, more reliable and more educationally applicable than any other social or educational policy which would seek to exploit the principles for development elucidated in this model.
Miriam Ben-Peretz (2002) conducted a study on retired teachers reflect on learning from experience. An attempt to clarify how learning from experience takes place and the role memory plays in the process was carried out in the frame of a study of retired teachers' accounts of their teaching, focusing on their views on the transformation of experience into professional wisdom. Forty-three retired teachers participated in the study and were asked to talk about their professional memories. The stimulus question was: 'What can you tell me about recollected events of your teaching practice?'. Further data was collected through lengthy and repeated interviews with 15 teachers. In the interviews, retired teachers were asked what the role of experience was in the development of their professional knowledge. They focused on the necessary conditions for learning from experience, as well as on the process itself. Among the necessary conditions for learning from experience, teachers in the present study mentioned time, maturity, and interaction with others. The following characteristics of the learning process were identified: the importance of narratives; the emotional aspects of learning from experience; and the role of disequilibrium and reframing. Teachers' recollections concerning their practice and insights about learning from experience represent cases of practice that can be analyzed and discussed in pre-service and in-service courses. They serve to create a sense of professional identity and continuity.

Stella Y. Ma (2003) conducted a study on the Christian college experience and the development of spirituality among students. This study investigated the impact of the Christian college educational environment, both academic and non academic, on student spirituality. Nine hundred fifty-three self-reported surveys, representing 18 U.S. Christian colleges and universities, were used. The typical respondent was female, Caucasian, and a resident upperclassman. For the purposes of this exploratory study, spirituality was operationally defined as “spiritual formation,” referring to one's growth towards spiritual
maturity, which is reflected in one's relationships with God, self, and others. Findings reveal interesting trends about factors associated with spirituality on campus, and relate student perceptions of spirituality and the Christian college experience. Results indicate that students perceived many factors of their Christian college experience as positive. In particular, the non academic aspects of college life were perceived to be more influential on spiritual formation than the academic. For example, students rated their peer relationships as being most significant to their spiritual growth. Results also illustrate demographic differences in perceptions of the various aspects of the Christian college experience. Practical applications suggest assessing the existing range of college academic and non academic offerings and training for faculty development in class assessments. Other applications include providing programs for students experiencing emotional crises or pain. Recommendations for further research include studying other factors such as sports, counselling services, church involvement, family support, maturation factors, and the impact of computers. Research may also benefit from focusing on certain survey items more specifically, such as various kinds of peer relationships and cultural diversity.

Angus H. Thompson, Roger H. Barnsley, James Battle (2004) conducted a study on the relative age effect and the development of self-esteem. A recent paper has demonstrated a relationship between suicide during the teen years and the age, relative to one's classmates, at which these individuals entered school. This represents the latest, and perhaps most important, of a series of studies that have focused on the effects of grouping children by age of entry into particular activities. This phenomenon, known as the relative age effect, is strikingly evident in activities that are competitive and where performance is highly correlated with age and level of maturity. To date, relative age research has reported significant and substantial achievement differences within the confines of athletic and academic pursuits. However, with the advent of the study noted above, it now appears
that emotional development is also implicated. Here we demonstrate that a relatively young age of entry into the formal educational system is associated with reduced self-esteem several years later. This suggests that self-esteem (or a related factor, such as self-efficacy) serves as an important factor lying functionally between proximal relative age effects and suicide.

Maureen Neihart (2007) conducted a study on the socio-affective impact of acceleration and ability grouping: recommendations for best practice. Although the academic gains associated with acceleration and peer ability grouping are well documented, resistance to their use for gifted students continues because of concerns that such practices will cause social or emotional harm to students. Results from the broad research indicate that grade skipping, early school entrance, and early admission to college have socio-affective benefits for gifted students who are selected on the basis of demonstrated academic, social, and emotional maturity, but may be harmful to unselected students who are arbitrarily accelerated on the basis of IQ, achievement, or social maturity. There is little research on the socio-affective effects of peer ability grouping. The limited evidence indicates strong benefits for highly gifted students and possibly for some minority or disadvantaged gifted students. Robust evidence does not exist to support the idea that heterogeneous classroom grouping per se significantly increases the risk for adjustment problems among moderately gifted students. Recommendations for best practice based on the available evidence are presented.

Kira S., Birditt, Karen L., Fingerman Eva S., Lefkowitz, Claire M. and Kamp Dush (2008) conducted a study on parents perceived as peers: Filial Maturity in Adulthood. Filial maturity refers to the adult offspring's perception of parents as individuals with past histories and limitations. Three studies were conducted to measure filial maturity and its relational and developmental correlates. Study 1 included adults
aged 18-59 to empirically assess filial maturity and its correlates across adulthood. Study 2 examined associations between filial maturity and constructs indicative of emerging adulthood (e.g., emotional autonomy), among people aged 18-24. Study 3 included young and middle-aged adults (N = 158; ages: 22-49) and their parents to assess associations between parents’ reports of relationship quality and offspring’s filial maturity. Offspring reported greater filial maturity with mothers and with parents with whom they reported greater relationship quality, closeness, and autonomy. Parents who reported greater relationship quality had offspring who reported greater filial maturity. Findings suggest that filial maturity is a dyadic phenomenon that influences parent child relationship quality across the lifespan.

Marie S., Hammond, Jennifer, Lockman D. and Timothy Boling (2010) conducted a study on a test of the tripartite model of career indecision of brown and krane for African Americans incorporating emotional intelligence and positive affect. Brown and Krane have posited a tripartite model of career indecision, which includes three higher order factors: negative affect, poor vocational identity development, and lack of career information. The purpose of this study was to examine the adequacy of their tripartite model of career indecision for African American students, considering that the samples used in the meta-analysis of Brown and Krane were predominantly Caucasian. With regard to recent research suggesting the importance of emotional intelligence for career development, this study also examined the presence and degree of relationship among positive effect, emotional intelligence, and the three factors in the model of Brown and Krane. A total of 171 participants from a Historically Black University completed a packet of career diagnostic assessments that included a measure of emotional intelligence. Factor analysis suggested that five factors (career self-efficacy, career-related emotional maturity, information needs, vocational identity development, and career decisional status) could be
extracted to represent the constructs related to career decision making for African American students. Implications for career counselling are discussed with regard to viewing positive affect and emotional intelligence as an integral factor in the career decision-making process.

Barbara M., Gfellner and Ana I., Cordoba (2011) conducted a study on identity distress, psychosocial maturity, and adaptive functioning among university students. The Identity Distress Scale (IDS) was developed as a clinical indicator of severe disturbance or interference in identity development (Berman, Montgomery, and Kurtines, 2004) based on the Diagnostic and Statistical Manual of Mental Disorders as identity disorder (DSM-III-R) and, subsequently, as identity problem (DSM-IV). This study examined various indices of identity distress as indexed by the IDS in relation to several antecedents and outcome measures among university students in Canada and Spain. Prevalence rates of 9.7% for identity disorder and 18.8% for identity problem were consistent for these students. Identity distress inversely related to psychosocial maturity as measured by ego strengths and the protective resource of social supports; expected associations were found with the outcome measures (academic, social, and personal-emotional adjustment to college; academic locus of control; and stress). Ego strengths accounted for a greater proportion of the variance in most outcome measures than did identity problem scores. However, both ego strengths and identity problem scores independently contributed an equal proportion of the variance with respect to global identity distress. Results supported associations between identity problems and psychosocial functioning as well as measures of adjustment among university students.

2.4.4 INDIAN STUDIES - SELF-ESTEEM

Meera, Prabhitha and Prathapan (2008) conducted a study on classroom learning environment and self esteem as correlates of achievement in social studies. The
objective of the study was to study the main effect of ‘Classroom Learning Environment’ and ‘Self – Esteem’ on Achievement in ‘Social Studies’ for the total sample and sub samples. To study the interaction effect of ‘Classroom Learning Environment’ and ‘Self – Esteem’ on Achievement in ‘Social Studies’ for the total sample and sub samples. The study was conducted on a representative sample of 600 students from 16 schools of Thrissur District in Kerala. Proportionate Stratified random sampling technique was used, Scale of Classroom, Learning Environment (Usha and Suchitra, 2002), Self– Esteem Inventory (Usha and Suchitra, 2002), Achievement Test in Social Studies (Meera and Prabhitha, 2007). Two – way Analysis of variance with 3 x 3 factorial design. Main Effect of Self – Esteem on Achievement in Social Studies for Girls. The result revealed that the main effect of Self – Esteem on achievement in Social Studies for the subsample girls are found to be not significant. It is concluded that the interaction effect due to Classroom Learning Environment and Self – Esteem on Achievement in Social Studies is found to be not significant for rural school pupils.

Kanmani and Annaraja (2009) conducted a study on influence of self-esteem and awareness of ICT on academic achievement of M. Ed students. This study was designed to find out the influence of self-esteem and information and communication technology (ICT) on academic achievement of M. Ed students. The sample consisted of randomly selected 42 M. Ed students. Self-esteem inventory and awareness of information and communication technology tools were used to gather data. Multiple correlation, Pearson’s product movement correlation co-efficient, t-test and F-test were used to analyze the data. The result were: (i) there was a significant difference between the government-aided and university department M. Ed students’ academic achievement, (ii) there was no correlation between self-esteem and awareness on information communication technology and (iii)
there was no influence of self-esteem and awareness of information and communication technology on academic achievement.

**Rohini and Sathya (2011)** conducted a study on management of test anxiety and enhancement of self – esteem in XII standard students through positive therapy. The main objectives of the study were to assess the level of test anxiety in XII standard students. To assess the level of self - esteem in XII standard students. To identify the influence of gender on test anxiety and self – esteem in XII standard students. To ascertain the efficacy of Positive Therapy in the management of test anxiety and enhancement of self – esteem in XII standard students. From Kadri Mills High School, Ondipudur, 60 twelfth standard students with high – test anxiety and low self – esteem were selected to serve as the sample of the study. The sample included 30 male and 30 female students. Test Anxiety Inventory (T. A. I) developed by Spielberger, (1980), Rosenberg Self – Esteem Scale developed by Rosenberg (1965), Case Study Schedule by Natesan (2003) were used as tools for the study. Before treatment, 15% of the subjects had ‘Low’ self – esteem and 38% of them had ‘High’ self – esteem. After the intervention of Positive Therapy, self – esteem increased remarkably in most of the subjects. 20% of them had ‘Very High’ self – esteem, 55% had ‘High’ self – esteem and 25% had ‘Moderate’ self – esteem. Positive Therapy helped to enhance the mean self–esteem of the subjects from ‘Moderate’ (16.4) to ‘High’ (20.65).

**2.4.5 FOREIGN STUDIES-SELF-ESTEEM**

**Ian M. and Cockerill (1995)** conducted a study on self-esteem development through participation in physical activity. It is a popular belief that exercise participation has both physical and psychological benefits and, more specifically, that performance at work, cognitive function and overall self-esteem may be enhanced through exercise. While research in this area is variable, it has been shown that a meta-analytic approach is likely
to provide reliable and valid evidence that exercise benefits extend beyond physical health and fitness. If exercise promotes self-esteem, it is also appropriate that individual differences in perceived locus of control as an agent of self-efficacy are recognized by employers in order that exercise programmes are adhered to; otherwise benefits that might accrue could result in the opposite outcome. Briefly discusses the importance of goal setting and the potential role of counselling and draws parallels between aspects of psychology in sport and at work.

Dobbins and Rosemary (1996) conducted a study on student teacher self-esteem in the practicum. This article is based on a study in which they have been involved for the last four years, investigating the learning of final-year primary student teachers and their school-based teacher educators during the practicum. My investigation has confirmed findings from other research indicating that student teachers’ learning in the practicum is a complex process (Feiman-Nemser, 1985; Britzman, 1986; Goodman, 1986; Zeichner, 1986; Calderhead, 1991; Groundwater-Smith, 1993). Student teacher self-esteem was found to play a central role in the complexity of the learning process. Two particular findings in relation to student teacher self-esteem are discussed in this article. Firstly, student teacher self-esteem was not static. It fluctuated throughout the practicum, depending on the nature of each individual, his/her energy level, how well he/she was managing the professional demands of “being a student teacher” and the personal pressures on him/her (including his/her own expectations) and the amount of support he/she received. Secondly, student teacher self-esteem had an impact on many aspects of the practicum experience for the student teachers. It not only affected the student teachers’ teaching, but how they interpreted the practicum, their ability to cope, their ability to interact effectively with adults and children and finally, in what they learnt from the practicum.
Harald Valas (1999) conducted a study on students with learning disabilities and low-achieving students: peer acceptance, loneliness, self-esteem, and depression. The present study focuses on the following questions: (a) Are students with learning disabilities (LD) and low-achieving students (LA), when controlling for age and gender, less accepted by peers, do they feel more lonely, do they have lower self-esteem, and do they feel more depressed than NLD and NLA students? (b) Does low achievement per se or does selection into special education programs or special class placement of students with LD affect these students' psychological adjustment? Two analyses were conducted to elucidate these questions. Concerning the first question, the analysis was based on a sample of 1,434 4th-, 7th-, and 9th-grade students drawn from regular school classes. It revealed that students with LD compared with NLD and NLA students were less accepted by peers, had lower self-esteem, and felt more lonely. LA students compared with NLD and NLA students were less accepted by peers, had lower self-esteem, and were more depressed. Concerning the second question, the analysis was based on a subsample of 276 LD and LA students. It revealed that, when controlling for age and gender, and holding achievement in reading, writing, arithmetic, and intelligence constant, LD students compared with LA students were less depressed but were less accepted by peers and felt lonelier. Thus, besides the effects of low academic achievement, to be labeled ''a student with LD'' may have negative effects primarily on peer acceptance and directly and indirectly on feelings of loneliness, particularly in primary school.

Lindsay G., Dockrell J., Letchford B. and Mackie C. (2002) conducted a study on self-esteem of children with specific speech and language difficulties. This study examines the self esteem of children with specific speech and language impairment. A sample of 69 children was first identified in Year 3. The present study focuses on their self esteem as measured by the Self Perception Profile for Children when the children were in
Years 6 and 7. Data are presented for the children's self perception and for teachers' perceptions on the same dimensions. The children with SSLD had lower ratings of scholastic competence than typically developing peers, and teachers in Year 6, but not Year 7, rated the children significantly lower on these two dimensions than the children rated they. Comparisons between measures at Year 3, 6 and 7 revealed substantial continuities for both children's and teachers' perceptions between Year 6 and 7, and for teachers from Year 3 to Years 6 and 7. The results are interpreted with reference to theories of self esteem and the educational needs of children with SSLD.

Ron Tinsley, James C. and Hardy (2003) conducted a study on faculty pressures and professional self-esteem: life in texas teacher education. Studies of the beliefs of teacher educators record high levels of professional self-esteem, but also document the perceived lack of professional regard from colleagues in other areas, informing and redirecting our professional needs assessment. The literature documents that a general disregard for teacher educators as professionals has become a part of the academic culture at many institutions of higher learning in the US. With all of the external pressures on teacher educators, from governmental and accrediting agencies, the public and professional organizations, perhaps we should address the attitudes of our academic colleagues as one area in which faculty pressures might be lightened, which adversely affects these young people’s self-esteem. In Hong Kong, the intake of new arrivals from Mainland China has increased to 150 per day (i.e. over 54,000 per year) since 1995. Local studies suggest that the major psychological problem encountered by these newly arrived children and adolescents is that they often possess inferiority of these young arrivals to poor socio-economic backgrounds, adverse living conditions, inadequate family and peer support, communication problems, being placed in a lower class at school, difficulties with English, lack of familiarity with social facilities, and discrimination or rejection by local
people. Whilst they see an urgent need to address these children’s self-esteem problems, few recommendations have been made on how to do so in the school context.

Ellie L., Young, Laura L., Hoffmann (2004) conducted a study on self-esteem in children: strategies for parents and educators. One of the goals of education and parenting is to help children lead productive lives. Helping children feel good about them is a reasonable educational objective. Educators hope that school experiences will help children develop a sense of personal competency and self-esteem, while caregivers and parents hope that children will express positive feelings and ideas about themselves as they move through childhood into adulthood. How does a child acquire a healthy sense of self? How can parents, caregivers, and teachers help youngsters develop self-esteem?

Edina Jambor and Marta Elliott (2005) conducted a study on self-esteem and coping strategies among deaf students. Research studies on the determinants of self-esteem of deaf individuals often yield inconsistent findings. The current study assessed the effects on self-esteem of factors related to deafness, such as the means of communication at home and severity of hearing loss with hearing aid, as well as the coping styles that deaf people adopt to cope with everyday life in a hearing world. Data were collected among the deaf students of California State University, Northridge. Hierarchical regression modelling showed that identification with the Deaf community significantly contributed to positive self-esteem. Results also revealed that deaf students with greater degree of hearing loss and with bicultural skills that help them function in both the hearing and the Deaf community generally have higher self-esteem. Implications for further study are discussed.

Alaouat Farida Alaouat Farida (2013) conducted a study on teacher’s self-esteem and classroom incivility (High School). Teachers’ self-esteem invariably stands out as an important subject that receives much attention for its influence on the teaching/learning process. Since this factor is held to be largely an “inter-psychic
phenomenon that develops in a social context” (Mruck, 2006), the degree to which a
teacher can influence this process is understood to be affected by experiences gained
from being embedded in, and interacting with, his environment, more specifically, with
the learners. Consequently, the learners’ behaviour and teachers' self-esteem are
considered to be feeding one another; if learners' behaviour was controllable, teachers
would be confident that their instruction was yielding success, which in turn would lead to
a higher self-esteem on their part. In contrast, a teacher who is confronted with classroom
experiences involving severe and unmanageable behaviour will naturally suffer from a low
sense of efficacy and hence self-esteem as a professional.

2.4.6 INDIAN STUDIES - TEACHING COMPETENCY

Gupta (1993) conducted a study on effect of training strategies on the teaching
competence of student-teacher for teaching through social inquiry model. The findings
were: (i) the student-teachers of the three experimental groups attained higher teaching
competency scores after practicing the lessons in peer practice feedback; (ii) the mean
teaching competency scores of student-teachers were higher through holistic peer practice
feedback as compared to phase-wise peer practice; (iii) the mean teaching competency
scores of all the three experimental groups improved after coaching in real classroom
conditions; and (iv) the student-teachers gained more teaching competency through
exposure to holistic demonstrations as compared to exposure to phase wise
demonstrations.

Kukkarni (2000) conducted A Comparative study of Male and Female Secondary
School Teachers with respect to their Personality Traits, Competency and Teaching
Effectiveness. The findings of study were: (i) male teachers were found to have good
competency whereas female teachers had average competency; and (ii) there was a
significant positive relationship between competency and teaching effectiveness of both male and female teachers.

Shakunthala (2001) conducted a study on Adjustment of secondary school teachers in relation to their teaching competency, emotional Maturity and Mental Health. The findings were: (i) there was a high, positive and significant correlation between teachers’ adjustment and teaching competency of secondary school teachers; (ii) there was a high positive and significant correlation between gender, adjustment, teaching competency, emotional maturity, mental health among teachers in secondary schools; (iii) there was a high positive and significant correlation among emotional maturity, adjustment, teaching competency, mental health among teachers in secondary school; (iv) there was a high positive and significant correlation between teaching consistency and adjustment of teachers working in government and private secondary schools; (v) there was a significant difference in teaching competency of secondary school of male and female teachers; (vi) there was a significant difference in teaching competency of teachers working in government and private secondary schools; and (vii) there was no significant relationship between adjustment and teaching competency of secondary school male and female teachers.

Chahar (2005) conducted a study on teaching Competency of student teachers in relation to certain non-cognitive variables. The findings of the study were: (i) there is significant relationship between general teaching competency and self-concept, general teaching competency and attitude towards teaching and general teaching competency and socio-economic status of male, female and total student teachers; (ii) the mean general teaching competency scores of female student teachers is higher than of the male student teachers; (iii) the mean general teaching competence scores of female student teachers is higher than that of the male student teachers in science group; and (iv) the mean general
teaching competence scores of female student teachers is higher than that of the male student teachers in arts group.

Ramakrishna A. (2008) conducted a survey on teaching aptitude of students of B.Ed. College. Teaching profession is a noble one and requires a certain degree of selflessness – the desire to spent time and energy to mould someone’s life. To understand the intricacies of this problem and to estimate the students’ aptitude towards teaching, the present study had been taken up. The researcher adopted a normative survey method to study the teaching aptitude and find its relation with EdCET ranks. The data revealed that the mean for female group is more than that of the male group. There is a positive relationship between teaching aptitude and EdCET ranks of students.

Keemti Gaur (2010) conducted a study on identification of teaching competencies of teacher of children with visual impairment and upgrading the B.Ed. Special Education Curriculum. The findings of the study clearly indicate that 41.05% of the competencies like access information and services from the community; knowledge of narration, storytelling, dramatization and questioning for teaching languages; demonstration of how to do the tasks; respond accurately to the asked question; manage class time properly while teaching; knowledge of stress management; historical development of education of CWVI; issues and trends in special education etc, were processed by teachers of the children with visual impairment. It is also found from the analysis that 49.47% of the competencies were not being transacted up to desired level although they are included in the five universities of which the B.Ed. Special Education (vi) syllabi have been studied. Most of these competencies related to the instructional strategies like prepare, adapted or modified material; accessible print and other formats, transcribe, proofread and interline Nemeth Braille coded; teaching plus curriculum, exhibits skills in the use of abacus; modify visual materials for partially seeing readers; knows strategies for teaching Braile
reading and writing; strategies for teaching listening and compensatory skills, technology skills, visual efficiency etc. only 9.47% of the competencies were not being transacted by the teachers at any level of which the some competencies like management strategies for study habits and skills, role of civic bodies, knowledge of the self-advocacy teaching strategies were found in the literature on curriculum on teacher preparation in developed countries. Another interesting finding was that the competency of mastery in the preparation and use of actile and auditory maps for effective mobility in CWVT was not exhibited by the teachers at all although it was included in the syllabi of five universities have been studied.

Antony Gracious F. L. (2011) conducted a study on creativity and teaching competency of prospective B. Ed teachers. The present study creativity and teaching competency of prospective B. Ed teachers was probed to find the relationship between Creativity and Teaching Competency of Prospective B. Ed Teachers. Data for the study were collected using self made Teaching Competency Scale and Creativity Scale. The investigator used stratified random sampling technique for selecting the sample. The sample consists of 242 Prospective B. Ed Teachers. For analyzing data; 't' test and Pearson's product moment co-efficient were the statistical techniques used. Finding shows there was no significant relationship between Creativity and Teaching Competency of prospective B.Ed teachers. Based on findings; study shows that there is no significant difference between the Creativity of Prospective B. Ed Teachers by their age, marital status and locality. In teaching competency; Age below 22 Prospective B. Ed Teachers are better than age above 22 in their Classroom Management, Teaching Aids, Extra Curricular Activities, Curricular Activities, Communication, Teaching Methodology, Ethics of Teaching, Rapport with Students and Teaching Competency. There is no significant difference between the Teaching Competency of Prospective B.Ed Teachers by their
marital status. Urban area Prospective B. Ed Teachers are better than rural area Prospective B. Ed Teachers in their Classroom Management, Curricular Activities, Communication, Teaching Methodology, Ethics of Teaching, Rapport with Students and Teaching Competency. But there is no significant relationship between Teaching Competency and Creativity of Prospective B. Ed Teachers.

**Panneer Selvam S. K. (2012)** conducted a study on teaching competency and job satisfaction among high school teachers: a study. One of the major goals of Education is to develop students who are capable of and dedicated to life time learning. This means helping them to understand their goals, needs, interest and problems and the ways of solving them. The teachers become the guides philosophers and counsellors. They guide the students to formulate their goals and how to achieve them. The main objective of education is to help the student develop those qualities and abilities that will serve him and the community. Teacher acts as an important formative force in the development of society. It is only a competent teacher who can in some measure be worthy of the trust that is placed on him by society. Therefore it is no doubt to say the teachers of present day have no interest in their profession. The most important points is the lack of recognition of the teachers in the society compared to the doctors, lawyers, police or any other Government servants. Job satisfaction refers to a person’s feeling of satisfaction with the job, which acts as a motivation to work. Here, it is not merely satisfaction, happiness or self-contentment, but it is always in relation to the job. Job satisfaction is necessarily one “on the job.”

**Kulshrestha A.K. and Kshama Pandey (2013)** conducted a study on teachers training and professional competencies. Education is the ability to meet life’s situation, it is a character building process, enhancing one’s personality and making him/her rational, capable, responsive and intelligent. Competency standards are concerned with application
of professional knowledge and skills within the workplace and are underpinned by
teachers’ professional values. Competence is usually associated with highly professional
performance and there is a direct link in the field of education between a teacher’s
professional competence and pupil performance. The paper discusses teacher training and
professional competencies and suggests the measures for enhancement and development.
Teachers who consider their job as a profession should not work with pecuniary motives,
but with a sense of dedication for the cause of education. The development of the
professional competency of a teacher is incomplete unless it follows certain professional
ethics or code of conduct. Be an ideal teacher along with the above mentioned professional
competences, the teacher education should help the teacher to adopt the following
professional ethics of teaching. Related with students, related with parents, related with
college / other professional organization /union, related with own profession,
responsibility of systems and management.

2.4.7 FOREIGN STUDIES - TEACHING COMPETENCY

Hankin (1990) did analysis of criteria used by the New York commissioners in
deciding cases dealing with teacher competence from 1958 to 1986. This study examined
criteria used by New York commissioners of Education to decide dealing with teacher
competence and teacher contracts. References to summative evaluation criteria in the New
York Education Department Reports were identified and coded from April 2, 1958 to June
10, 1986. Information was gathered to determine the type of frequency of criteria. The
following conclusions were made: (1) there was an increase in the types of criteria noted
in each case. In later decisions, outcomes were determined by a variety of criteria, rather
than single issues, (2) over time, criteria became more classroom centered, (3) judgments
became more context specific, noting the influence of environmental factors,
administrative policy, and types of students, etc. Ten categories emerged from an analysis
of the data which were used to code references to summative evaluation criteria in the decisions. “Health”, “Role Model”, “Relationship/Management of students”, “Instruction”, “Duties”, “Relationship to teachers”, “Relationship to Administration school Board”, “Relationship to Parents”, “Improvement” and “Test”. With the exception of ‘Test’ and ‘Health’ references to these categories appeared with greater frequency, and were given more descriptive treatment in later decisions. As a result, more distinctions were made in the 1980’s for what constitutes a “Satisfactory” level of teaching. Trends in the study moved in a direction consistent with “best practice:” in the literature, which has taken a more context-specific approach to evaluation based on classroom observations and narrative accounts of classroom teaching. The process of evaluation was also examined. Teacher evaluation was given more credence when criteria were reasonably job related, conditions surrounding the evaluation, school districts communicated their position regarding the teachers’ performance and allowed time for improvement, and a satisfactory history of teaching was presented. A recommendation of the study was for teachers and administrators to collaborate on the goals and purpose of evaluation and develop mechanisms to foster on-going review of criteria. These were seen as ways to strengthen evaluation reliability and validity, given the dynamic nature of summative evaluation criteria in the education department Reports.

Jon-Chao Hong, Jeou-Shyan Horng, Chan-Li Lin, Lih-Juan and Chanlin (2008) conducted a study on competency disparity between pre-service teacher education and in-service teaching requirements in Taiwan. The purpose of this study is to explore whether pre-service teacher education in Taiwan equips in-service teachers with the necessary knowledge and competency to meet the demands of the professional career. A questionnaire was developed to investigate such competency disparity. The questionnaire containing 44 items within six categories was distributed to 305 samples in Taiwan. With
a return rate of 92.5%, 282 valid samples were returned and analyzed. The results of this study indicated that risk management and proactive thinking skills are the most significant factors in terms of competency disparity. Moreover, the results of this study showed that years of service, and size of school have a significant difference in the value system of competency disparity. The results of this study can be applied to change the program of prospective teacher education to enhance future teachers’ performance.

Natasa Pantic and Theo Wubbels (2009) conducted a study entitled “Teacher competencies as a basis for Teacher Education – Views of Serbian teachers and teacher educator”. Around the world reforms in teacher education have been oriented towards making the preparation of teachers more functional for development of competencies they need in practice. At the same time, much criticism has been voiced about such reforms jeopardising the fundamental humanist traditions in teaching, based on beliefs about non-instrumental values of education. In this study we examine teachers’ perceptions of importance of competencies and explore their implications for teacher education. The study has been designed to ensure that voices of teacher educators are heard in identification of areas of expertise that make up a competent teacher. We conducted a principal component analysis of the response of 370 teachers and teacher educators in Serbia to a questionnaire about the importance of a number of aspects of teacher competency. We identified four components underling teachers’ perceptions of competencies relating to 1) values and child-rearing; 2) understanding of the education system and contribution to its development; 3) subject knowledge, pedagogy and curriculum; and 4) self-evaluation and professional development. Teachers perceived all but the second area of competency as very important, with the fourth scale perceived as of the highest importance.
Franziska Vogt and Marion Rogalla (2009) conducted a study on developing adaptive teaching competency through coaching. Adaptive teaching competency seeks to conceptualise the processes of tuning teaching to individual students' learning needs and to empirically test, within the field of science teaching, to what extent Adaptive Teaching Competency can be fostered through teacher education. 32 primary and secondary teachers took part in an intervention to foster their Adaptive Teaching Competency based on content-focused coaching whilst 18 teachers formed the control group. Teachers receiving the coaching increased their Adaptive Teaching Competency with regard to planning and their students showed a higher learning outcome compared to the control group.

Teresa Guasch, Ibis Alvarez and Anna Espasa (2010) conducted a study on university teacher competencies in a virtual teaching/learning environment: analysis of a teacher training experience. This paper attempts to shed light on the competencies a university teacher must have in order to teach in virtual learning environments. A teacher training experience was designed by taking into account the methodological criteria established in line with previous theoretical principles. The main objective of our analysis was to identify the achievements and difficulties in a specific formative experience in order to assess the suitability of this conceptual-methodological framework for the design of training proposals aiming to develop teachers’ competencies for virtual environments in higher education.

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

2.5 CRITICAL REVIEW

Review of Indian studies and foreign studies clearly bring out the fact that no attempt has been made on the present study. The investigator has reviewed the studies done in India as well as in abroad, which related to the present study, “Relationship among Emotional Maturity, Self-Esteem and Teaching Competency of the Prospective Secondary School Teachers.”

The investigator reviewed related Indian literature of about 13 Indian studies and 9 foreign studies on emotional maturity, 3 Indian studies and 8 foreign studies on self-esteem and 9 Indian studies and 6 foreign studies on Teaching competence. The researcher has identified the PSS Teachers as sample for their studies. The researchers from India, School students, PSS Teachers, and disabled learners were taken as sample for their studies. Most of the foreign studies are related to personality factors, intellectual development, effective leadership attitude and cognitive development only. Very few of them are discussed about the relationship among Emotional Maturity, Self-Esteem and Teaching Competency.

In the foreign studies, the sample varied from 1995 to 2011. In Indian studies, the sample varied from 1978 to 2013.
Therefore the investigator has selected 998 samples for the study. In the present study, the investigator used the Emotional maturity to measure, self-esteem, and Teaching Competency. The investigator has also made up his mind to take Gender, Optional Subject, Location of College, Marital Status, Nature of Accommodation, Family Status, Fathers’ Education Mothers’ Education Fathers’ Occupation, Mothers’ Occupation, Type of College were studied as variables. In this context, the present study is found to be relevant and significant. In most of the studies survey method was employed for collecting the data. Questionnaires were mostly used as tools for the studies. For analyzing data, statistical techniques used were mean, standard deviation, t’-test, ANOVA, chi-square test and product moment correlation. From the studies reviewed above none of them directly deal with the Relationship among Emotional Maturity, Self-Esteem and Teaching Competency of the Prospective Secondary School Teachers.” Further, the present study differs from the studies discussed above in terms of population, area and sample. So the investigator has conducted a study on the Relationship among Emotional Maturity, Self-Esteem and Teaching Competency of the Prospective Secondary School Teachers.”

The investigator has reviewed 5 studies related to the variables emotional maturity and self-esteem. Among them 4 are Indian studies and 1 are foreign studies. In all the studies mostly random sampling techniques has been used for selecting the sample. In most of the studies survey method was employed for collecting the data. Questionnaires were mostly used as tools for the studies. For analyzing data, statistical techniques used were mean, standard deviation, ‘t’-test, ANOVA, chi-square test and product moment correlation.

Further, the present study differs from the studies discussed above in terms of population, area and sample. So the investigator has conducted a study on the health status and self – esteem of high school students.