Chapter – II

Review of Related Studies
CHAPTER -II
REVIEW OF RELATED STUDIES

2.0 OVERVIEW

This chapter deals with the identified review of the related studies selected for the present study. It contains the overview of this chapter, Need for the Review of Related Literature, Classification of the studies conducted in Indian and abroad briefly, which are collected and arranged under the headings related to Emotional Intelligence, Personality Traits and Academic Achievement and the comprehensive account of related studies conducted in India and Abroad.

2.1 NEED FOR THE REVIEW OF RELATED LITERATURE

Study of related studies is a crucial aspect of the planning of any study and the time spend in such a survey fetches the researcher a rich dividend. It is useful to the investigator to know what sources are available in his field of enquiry, which of them he is likely to use and where and how to find them. It gives up-to-date information to the investigator. A thorough and critical review of related studies can help one increasing the productivity and quality of the investigator’s work. A knowledge of related literature enables the investigator to define the frontiers of his field; an understanding of the different theories in the field will enable him to place his questions in proper perspective; one learns about the procedures and instruments that have proved useful and also those which seem less promising; a thorough search through related research avoids unintentional
replication of previous studies; it places the researchers in a better position to interpret the significance of his own results.

According to John W. Best (1989) the importance of related literature, “A summary of previous research and writings of recognised experts provides 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, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation.”

Good, Bar and Sacles (1935) stated the following as the purpose of related literature.

1. To show whether the evidence already available, solves the problem adequately without further investigation and thus to avoid the risk of duplication.
2. To provide ideas, theories, explanations or hypotheses valuable in formulating the problem.
3. To suggest the methods of research appropriate to the problem.
4. To locate comparative data useful in the interpretation of results.
5. To contribute to the general scholarship of the investigator.

While searching the related literature the researcher should keep the following aspects in mind.

a) Reports of closely related studies that have been investigated.
b) Design of the study, including procedures employed and data-gathering instruments used.

c) Population that were sampled; sampling methods employed.

d) Variables that were defined.

e) Extraneous variables that could have affected the findings.

f) Recommendations for further research.

2.2 CLASSIFICATION OF THE STUDIES

An attempt was made by the investigator to collect the studies related to the present investigation. The collected related literatures have been reported in this chapter under the two captions namely ‘Studies Conducted in India’ and ‘Studies Conducted Abroad’. The investigator identified 114 related studies conducted in India and Abroad. Under the 77 studies conducted in India, 39 studies related to Emotional Intelligence, 12 studies related to Personality Traits and 26 studies related to Academic Achievement. Similarly, out of 37 identified studies conducted Abroad 8 studies related to Emotional Intelligence, 16 studies related to Personality Traits and 13 studies related to Academic Achievement. The identified related studies and the details of the studies are presented below.

2.2.1 STUDIES CONDUCTED IN INDIA

The investigator identified 77 related studies conducted in India. The studies related to Emotional Intelligence, Personality Traits and Academic Achievement were 37, 12 and 26 respectively. The investigator analysed the
design, objectives, tools used, collection of data and findings of the study were presented in the following.

a) Studies Related on Emotional Intelligence

Out of the 77 Indian studies identified, 39 studies related to Emotional Intelligence are given below.

**Bhat, N.M. (2014)** conducted *A Study on Emotional Intelligence of Prospective Teachers*. The objectives of the present study were: i) to study the level of emotional intelligence of prospective teachers of Baramulla district, ii) to study the differences in emotional intelligence between Male and Female prospective teachers of Baramulla district, iii) to study the differences in emotional intelligence between Rural and Urban prospective teachers of Baramulla district, iv) to study the differences in emotional intelligence between prospective Arts and Science teachers of Baramulla district. Descriptive Survey Method was adopted in the present study. The stratified random sampling technique was used to select the sample of the study. The sample of the present study was selected from four B.Ed. colleges of Baramulla district. From these colleges, 120 teachers have been selected as sample on the basis of equal allocation i.e., 60 Males and 60 Females. The Emotional Intelligence Scale for Teachers of Sungoh was used in the Descriptive statistical techniques and inferential statistical techniques were used to study the difference between groups. Main findings of the present study were i) Most of the prospective teachers’ emotional intelligence is under moderate category, ii) Not a single Prospective teacher’s emotional intelligence is from very
less category, iii) In case of high category, male prospective teachers’ emotional intelligence is higher than female teachers, iv) In case of moderate category, female prospective teachers’ emotional intelligence is higher than male prospective teachers, v) There is no significant difference in the emotional intelligence of Male and Female prospective teachers, vi) There is no significant difference in the emotional intelligence of Rural and urban Prospective teachers, vii) There is no significant difference in the emotional intelligence of Arts and Science stream Prospective teachers.

Gupta, R.P. (2014) Academic Achievement of Adolescents In Relation to Learning Environment and Emotional Intelligence. The aim of the present study was to study Academic Achievement of Adolescents in relation to Learning Environment and Emotional Intelligence. For this purpose of the study Descriptive Survey Method was used. The study was conducted on 400 (200 male and 200 female) adolescents from different 10 schools of Kanga District. For the selecting of sample, Stratified random sampling technique was used by the investigator. The school environment inventory was constructed and standardized by Karuna Shankar Mishra (Allahabad) and Mangal Emotional Intelligence Inventory (MEII) Mangal, S.K. was used. The investigator has used F test, t test and Analysis of Variance (One-Way). From the study students who score high on emotional intelligence have good academic achievement as compared to those who score low on these scales. The results of hierarchical multiple regression analyses revealed that emotional intelligence did not significantly contribute to the
social and academic success of these adolescents. There was a significant
difference between academic achievement of rural male adolescents in relation to
learning environment and emotional intelligence. Results also showed that
classroom environment relates positively with academic efficacy.

Kalhotra, S.K. (2014) studied Emotional Intelligence of Higher secondary
school Students in relation to their gender and Locality. The present study was
carried out to find out to study the Emotional Intelligence of higher secondary
school students in relation to their gender and locality. Two hundred (200)
students from plus two class of higher secondary school of Jammu District were
selected. Mangal Emotional intelligence inventory by S.K. Mangal & Mrs. Shubra
Mangal was used to collect data. Analysis of variance as statistical technique was
used. The result reveals that female students are more emotional intelligent than
male students. The rural students are more emotional intelligent than urban
students.

Mary, M.I. and Annaraja, P. (2014) conducted a research on Emotional
Intelligence and Quality of life Among High School Teachers. The objectives of
the research were: i) to study the level of Emotional Intelligence and its
dimensions of high school teachers; ii) to study the level of Quality of Life and its
dimensions of high school teachers; iii) to study the significant difference between
male and female high school teachers in their Emotional Intelligence and its
dimensions; iv) to study significant difference between male and female teachers
in Quality of Life and its dimensions; v) to study the significant association
between Emotional Intelligence and Quality of Life of high school teachers. The sample consists of 250 high school teachers from 10 different high schools from Chennai and Thiruvellur educational districts. Of 250 samples 120 were of female high school teachers and 130 samples were of male high school teachers. Stratified random sampling technique was used to collect the data. Thomas Alexander and Annaraja’s Emotional Intelligence Inventory and the Quality of Life Inventory by the investigators were administered to collect the data.

The findings showed i) there was a significant difference between male and female teachers in their level of Emotional Intelligence, 20%, 65.4% and 14.6% of male high school teachers had low, moderate and high level of emotional intelligence respectively, whereas 23.5%, 62.5% and 17.2% of female high school teachers had low, moderate and high level of emotional intelligence respectively; ii) there was a significant difference between male and female teachers in their level of Quality of Life. 19.8%, 66.7% and 13.5% of male high school teachers had low, moderate and high level of quality of life respectively, whereas 21.6%, 64.7% and 13.7% of female high school teachers had low, moderate and high level of quality of life respectively; iii) there was no significant difference between male and female high teachers in their Emotional Intelligence and the dimensions of self-awareness, self-management social awareness and relationship management; iv) there was no significant difference between male and female high teachers in their quality of life and its dimensions of physical, emotional social, intellectual economic wellness and standard of living; v) there was
significant association between Quality of life and emotional Intelligence of high teachers.

**Vallabi, J.E. and Mangal, K. (2014)** studied *Multiple-Intelligence of Prospective Teachers*. The objectives of this study were: i) to study the difference, if any, in Multiple Intelligence of the prospective teachers in relation to Gender, Family Type, Region, Marital Status, Medium of Instruction, Teachers in the family, Academic Stream and College Management type; ii) to study the association between Multiple Intelligence of the prospective teachers and their Gender, Family Type, Region, Marital Status, Medium of Instruction, Teachers in the family, Academic Stream and College Management type. The sample constituted of 225 prospective teachers from different colleges of education in Chennai city. The samples were drawn randomly. Critical Ratio, One-way Analysis of Variance and Chi-square Analysis statistical techniques were used for analysis and interpretation of data.

The findings of the study were: i) there was no significant difference in the Linguistic, Logistic, Musical, Kinaesthetic, Spatial, Interpersonal and Multiple Intelligence of prospective teachers; ii) there was a significant difference in the Logical Intelligence of prospective teachers belonging to rural and urban Region, prospective teachers from rural background have better Logical Intelligence, iii) there was a significant difference in the Intrapersonal Intelligence of prospective teachers belonging to gender and families with and without teacher members. Female prospective teachers were better than their male counterparts in their
Intrapersonal Intelligence. iv) there was a significant difference in the Linguistic, Logistic, Musical, Spatial, Interpersonal, Intrapersonal and Multiple Intelligence of prospective teachers belonging to different College Management types. The prospective teachers belonging to Aided Colleges had better Linguistic, Logistic and Multiple- Intelligence and private college prospective teachers had better Musical, Spatial, Interpersonal and Intrapersonal Intelligence.

**Bharti, R. (2013)** conducted a study on *The Effect of Emotional Intelligence on Achievement Stress on Student-Teachers*. The objectives of the study were i) to identify male and female student-teachers possessing high and low emotional intelligence, ii) to find out the difference between student-teachers of high and low emotional intelligence on achievement stress, iii) to find out difference between male and female student-teachers on achievement stress and iv) to find out interaction effect of emotional intelligence and sex on achievement stress of student-teachers. Data was collected from 600 male and female student-teachers from the 12 colleges of education, University of Jammu, Jammu based on simple sampling technique. Finally 80 student-teachers were selected randomly for the study. Emotional Intelligence Scale (EIS) by Anukuoel Hyde et al. and Scale of Achievement Stress (SAchS) from Bisht Battery of Stress Scales (B.B.S.S.) were used for the data collection. In this investigation, Mean, S.D, Percentiles, Pearson’s co-efficient of correlation and Two-way ANOVA were applied. Findings showed that significant difference exists between low and high emotional intelligent student-teachers on achievement stress. High emotional
intelligent student-teachers are higher on achievement stress than low emotional intelligent student-teachers. Male and female student-teachers do not differ on achievement stress. There is no significant interaction effect on emotional intelligence and sex on achievement stress of student-teachers’. A moderate positive and significant relationship exists between achievement stress and emotional intelligence of male and female student Teachers.

Chamundeswari, S. (2013) studied Emotional Intelligence and Academic Achievement among Students at the Higher Secondary Level. The objective of the study was to investigate emotional intelligence and academic achievement of students at the higher secondary level. Using random sampling technique 321 students, from the higher secondary level in different systems of education, namely, state, matriculation and central board schools were chosen. The Emotional Intelligence Scale (Hydes and others 2002) was used to assess the emotional intelligence and the marks scored in Science were taken from their half yearly performance. The data collected was subjected to statistical analysis, namely, mean, standard deviation, ‘t’- test, ‘F’- ratio, Karl Pearson’s Product Moment Correlation Co-efficient ‘r’. Finds show a positive significant correlation between emotional intelligence and academic achievement among the students. The students belonging to the central board schools have a higher level of emotional intelligence compared to students in state board but did not differ with students in matriculation board schools at the higher secondary level. Similarly, students belonging to central board schools are found to perform better in
academics compared to students in state and matriculation board schools at the higher secondary level.

Maraichelvi, A. and Rajan, S. (2013) investigated *The Relationship between Emotional Intelligence and the Academic Performance among Final Year under Graduates*. The objective for the present study was to assess the relative effect of the measured Emotional Intelligence with the Academic Performance of the selected sample with regard to the four domains namely Intrapersonal Awareness, Interpersonal Awareness, Intrapersonal Management, and Interpersonal Management. Descriptive research design/survey research was used to assess the role of emotional intelligence on the academic performance of final year undergraduates. Three hundred college going adolescent girls of an institute for Higher Education at Coimbatore, Tamil Nadu was selected for the present research. A Standard Questionnaire by Mangal and Mangal for the assessment of Emotional Intelligence level of an individual was administered for the 300 respondents doing their final year under-graduation. The mark sheets of the selected sample till the 4th semesters’ of their academic year were being computed and those marks were aggregated, and a mean of all those aggregated marks were collected. Then the mean of the semesters’ marks had been graded, separating the high from the middle and the low achievers. Then an assessment of those grades with the Emotional intelligence scores (total as well as separately) of each student was being done, to see whether there is a relationship between Emotional Intelligence and Academic Performance. ANOVA technique is used to produce
the result and find out the correlation between the Marks obtained which was graded and total emotional intelligence score and the four separate dimensions of emotional intelligence respectively. The finding revealed EI in its four specified domains namely Intrapersonal Awareness, Interpersonal Awareness, Intrapersonal Management and Interpersonal Management separately as well as totally was found to be positively associated with academic performance of the selected respondents. Also the total EI score showed a percentage of 7.5 per cent of the sample being emotionally intelligent. The significant ‘f’ value has evidently showed that EI could predict academic performance of college students. The findings provide a further need on how to improve upon the academics of students.

Upadhyaya, P. (2013) explored A Study of the Relationship between Emotional Intelligence and Academic Achievement among Student-Teachers. The objectives of the study were: i) to study the relationship between emotional intelligence and academic achievement among student-teachers. ii) to compare academic achievement of student-teachers with high and low level of emotional intelligence. The sample for the study comprised of 97 B. Ed. students of Allahabad city. Test of Emotional Intelligence (Student-Teacher Form) developed by K. S. Misra was used as a tool for the study. Marks obtained by the student-teachers in theory and practical examination served as an index of academic achievement. Product moment coefficients of correlation and t-ratio were computed for the analysis of the data. The findings of the study revealed that emotional intelligence is positively related to academic achievement (theory &
practice) and student-teachers with high emotional intelligence scored better in theory and practical examination than the student-teachers with low emotional intelligence.

**Senthil, B. and Sarah, M. (2012)** conducted a study on *Emotional Intelligence and Decision Making among College and University Students*. The objectives of the study were i) to find out the relationship between Emotional Intelligence and Decision making, ii) to find out whether there is any significant difference between the college and university students in their Emotional Intelligence, iii) to find out whether there is any significant difference between the college and university students in their Decision making styles, iv) to find out whether there is any significant difference between the college and university male students in their Emotional Intelligence, v) to find out whether there is any significant difference between the college and university female students in their Emotional Intelligence, vi) to find out whether there is any significant difference between the college and university male students in their Decision making styles, vii) to find out whether there is any significant difference between the college and university female students in their Decision Making styles. Data was collected from 70 university students and 57 college students based on purposive sampling technique. Decision making questionnaire –II by Janis And Mann (1997) and Emotional Intelligence Questionnaire by Schutte et al. (1998) were used for the data collection. Findings indicated that there was a significant relationship between Emotional Intelligence and the various dimensions of Decision Making
styles except in Rationalization among college and university students. University students had high Emotional Intelligence compared to college students. University male and female had high Emotional Intelligence compared to college male and female students. University male and female students predominantly possess vigilance decision making style. With regard to sex difference, male college and university students were procrastinators while female college and university students employ vigilant decision-making style.

Srinivasulu, B. And Reddy, B.S.K. (2012) assessed Teachers effectiveness in Relation to Mental health, Stress and Emotional Intelligence. The objectives of the study were: (i) to examine the impact of Mental Health and teacher effectiveness; (ii) to study the influence of stress on teacher effectiveness; (iii) to find out the effect of Emotional Intelligence on teacher effectiveness. A sample of 320 teachers working in government and private high schools of rural and urban areas in Chittoor district was selected by stratified random sampling technique. Teacher Effectiveness was assessed by Teacher Effectiveness Scale designed and developed by Puli Adeseshu (1991). Mental health of the teachers was assessed by using Mental Health Inventory (MHI) designed by Jagadesh and Srivastava (1983). Stress of the teachers was assessed by the occupational stress index developed the occupational stress index developed by Srivastava And Singh (1981) Emotional Intelligence Scale by Nutanakumar Thingujam and Usharam. Means, ‘SD’s, ANOVA and “t” test were used for Statistical Analysis. The findings were (i) mental health has no significant impact on teacher effectiveness;
(ii) Stress has significant impact on teacher effectiveness; (iii) Emotional Intelligence has significant impact on teacher effectiveness; (iv) There is significant interaction between stress and emotional intelligence on teacher effectiveness.

Kumar, S.V.K. (2011) studied about the Effect of Cognitive Style on Emotional Intelligence of Higher Secondary School Students. The objectives were: (i) to study the cognitive style and the emotional intelligence of higher secondary school students with respect to (a) Gender and (b) Discipline. (ii) To study the difference between the mean score of sub samples with respective to gender and discipline for the variables cognitive style and emotional intelligence. (iii) To find out the effect of cognitive style on emotional intelligence. 140 Higher Secondary School students were as the sample with due weightage Oltman, et al. to gender and discipline. For assessing Cognitive style, Group Embedded Figures Test, (1971) and Emotional Intelligence Questionnaire Adolescent Short Form by Petrides, K.V. and Sangareau were used for the study. The findings were: (1) the mean score of emotional intelligence of Science students is more than their Humanities counterparts. (2) The mean score of emotional intelligence of boys is higher than the girls. (3) There was no significant discipline wise difference on emotional intelligence. (4) There was no gender wise difference on emotional intelligence. (5) There is significant relation between the variables cognitive style and emotional intelligence.
Mallika Das Gupta and Indarni Mukherjee (2011) conducted a study on Emotional Intelligence as a mediator of work-family Role conflict, Quality of work life and Happiness among IT professionals. The purpose of this study explored its relationship to some of the important Psychological Variables in order to assess what exactly makes this component so useful indeed and related to work-family role conflict, quality of work life and perceived happiness of male and female IT professionals in both Government and Private sectors. Purposive sampling technique was used to carry out this study. The study included 60 male and 60 female IT professionals. Tools used for the study: 1) A measure of Emotional Intelligence Scale Developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden and Dornheim (1997), 2) Quality of work life Scale developed by Dasgupta and Sahelipal, 3) Work-family Role Conflict Scale developed by Netemayer (1996), 4) Subjective Happiness Scale developed by Lyubomirsky and Leeper (1997). Findings of the study indicated that Emotional intelligence promotes Happiness, especially in the case of female employees, and it also relates positively to quality of work life of employees. Emotional intelligence bears a relationship with work-family role conflict, indicating that Emotional Intelligence turns down the perception of role conflict and there by reduce the stress produced by it.

Matliwala, K. (2011) studied Emotional Intelligence of the Students. The objectives of the study were i) to study the Emotional Intelligence of higher secondary school students, ii) to study the Emotional Intelligence of higher
secondary school students in relation to academic stream, iii) to study the Emotional Intelligence of higher secondary school students in relation to Area, iv) to study the Emotional Intelligence of higher secondary school students in relation to Gender. The investigator selected a total of 240 students from four schools, 30 boys and 30 girls from science and commerce academic stream in each school from Bardoli taluka and Surat city by Purposive sampling. Emotional Intelligence Scale developed by Pallavi P. Patel and Hitesh P. Patel was used for the present study. Mean, SD, test of significance statistical techniques were used to analyse the data.

The findings of the study were i) The Emotional Intelligence of higher secondary school students of science and commerce stream was not significantly different, ii) The Emotional Intelligence of higher secondary school students of science stream belonging to urban and rural area was not significantly different, iii) The Emotional Intelligence of higher secondary school students of commerce stream belong to urban and rural area was not significantly different, iv) The higher secondary girls of science stream were having high emotional intelligence than the boys of science stream, v) The Emotional Intelligence of higher secondary school boys and girls of commerce stream was not significantly different, vi) The higher secondary school boys of commerce stream belonging to rural area were having high emotional intelligence than the girls of commerce stream belonging to rural area, vii) The higher secondary school of commerce stream belonging to rural area were having high emotional intelligence than the
girls of commerce stream belonging to rural area, viii) The higher secondary school girls of science stream belonging to urban area were having high emotional intelligence than the boys of science stream belonging to urban area, ix) The Emotional Intelligence of higher secondary school boys and girls of commerce stream belonging to urban area was not significantly different.

Ramayashilpa, Narahari, B. And Pal, A.A. (2011) made a study on Depression, Emotional Quotient and Locus of Control of Software Professionals Before and After Meditation. The Objective of the study was to find out the impact of meditation on depression of emotional quotient and locus of control of the software professionals. A sample of 108 software professionals (54 male and 54 female) were selected using random sampling technique, from Bangalore IT companies of Karnataka state. The software professionals were of the age between 25-45 years. Beck Depression Inventory developed by Beck, Steer and Brown (1996). Emotional Quotient Inventory developed by Mangal and Mangal and Indian adaption of Levenson Locus of control scale developed by Sanjayvohra (1992) were used for the study. Pre-test and Post-test of the above scales were given to the software professionals by way of introducing meditation technique for three months. The Findings were (i) after the practice of meditation software professionals show lower level of depression, (ii) Software professionals showed higher emotional quotient after the meditation practice, (iii) Higher amount of internal locus of control was noticed in software professionals after meditation.
Sambit K Padhi and Jyothi Verma (2011) conducted a study on *Effectiveness of Secondary School Teachers in relation to Emotional Intelligence and life satisfaction*. The purpose of the study was to examine the relationship between teacher effectiveness, emotional intelligence and life satisfactions and also know the interaction effect of emotional intelligence and life satisfaction on teacher effectiveness of secondary school teachers. Descriptive survey method was adopted in this study. To draw the sample, a total of 12 higher secondary schools including six government and six private schools, a maximum of 10 teachers out of total number of teachers from each government and private schools were selected by stratified random sampling technique. In this way, a total of 120 teachers (60 from government and 60 from private schools) were selected for the present study. The tools used were: (i) Teacher Effectiveness Scale developed and standardized by Kumar and Mutha (1974), (ii) Emotional Intelligence Scale developed by Dhar, Hyde and Rethe (2002) and (iii) Life Satisfaction Scale developed by Singh and Joseph (2009). The data were analysed by using ‘t’ test, coefficient of correlation, x2 test and two way ANOVA.

Findings of the study revealed that the teachers working in secondary schools do not differ significantly in their variables like teacher effectiveness, emotional intelligence and life satisfaction with respect to type of school management and place of habitation. There is significant correlation found between teacher effectiveness and emotional intelligence. The level of life satisfaction is dependent on types of school management. The interaction effect of
emotional intelligence and life satisfaction on the teacher effectiveness of secondary schools teachers is insignificant,

**Mahmood Alam (2010)** undertook a study on *Academic Success among Adolescents: Do Emotional Intelligence and Academic stress Matters?* The objective of the study was to find out the interrelationship between emotional intelligence, academic stress and academic achievement. Random sampling technique was used to collect data. A sample of 250 students 125 boys and 125 girls from the age group of 15 to 17 years were selected from different Kendriya Vidyalayas of Hyderabad city. Tools used were Mangal Emotional Intelligence Inventory by Mangal and Mangal and Academic Stress Scale standardized by Asha Rani Bisht. For Academic Achievement the aggregate marks of the Annual examination of the students of Xth Class were collected. The data was subjected to various Statistical Analysis like descriptive Analysis, correlation Analysis and differential Analysis. Major findings of the study are: the correlation between emotional intelligence and academic achievement being significant and positive for total sample and for boys and girls. It means greater is the emotional intelligence better is academic achievement and girls have greater emotional intelligence and academic achievement when compared with that of the boys.

**Rhoda S. David and Ruma Roy (2010)** undertook a study on *“Relationship between Emotional Intelligence and Teacher Competency.”* The objectives of the study were to study the relationship between emotional intelligence and Teacher competencies among high school teachers to study the
influence of emotional intelligence on specific areas of Teacher Competencies with respect to their (i) conceptual, (ii) content (iii) transactional, (iv) evaluation and (v) management competencies and also to study the extent of difference in Teacher Competencies among high and low emotionally intelligent teachers. The objectives of the study come under the preview of Descriptive Survey. Random sampling technique was used by the investigators to select 16 schools from the Secundarabad city. The tool employed in the present study included a questionnaire that consisted of 40 statements, 20 of which were from Teacher Competencies, a few of the items were selected from Teacher’s Self-evaluation rubric developed by the US-China Canter for Research on Educational Excellence, Yong Zhao, David Lustick and Wenzhong Yang, Michigan State University. The remaining 20 questions were to test the Emotional Intelligence which focused on self-awareness, self-management, social awareness and relationship management. Items have been selected from Trait E.I Q and slightly modified to suit the Indian context for the present study.

The findings of the study pertaining to the relationship between E.I and T.C of high school teachers reveal moderate relationship between the two variables i.e. E.I and T.C. The relationship between various dimensions of teacher competency, i.e. conceptual, content, transactional, evaluation and management competencies with their E.I have revealed a significant relationship. It can be concluded that emotional intelligence is one of the factors moderately influencing Teacher Competency.
Roopamala Koneri and Patted (2010) undertook a study on The relationship between Parental Involvement and Emotionally Intelligence of secondary school adolescents. The major objectives of the study were: 1) to study the influence of parental involvement in the development of following components of emotional intelligence of adolescents (interpersonal, intrapersonal, stress management, adaptability, general mood, positive impression and total EQ). The stratified random sampling technique was used to draw a sample of 800 students studying in Bangalore urban and rural schools. The major findings were: (i) the secondary school adolescents with high and low parental involvement differ significantly with respect to interpersonal dimensions of emotional intelligence, (ii) the secondary school adolescents with high and low parental involvement differ significantly with respect to intra personal dimensions of emotional intelligence, (iii) the secondary school adolescents with high and low parental involvement differ significantly with respect to stress management dimensions of emotional intelligence, (iv) the secondary school adolescents with high and low parental involvement differ significantly with respect to positive impression dimensions of emotional intelligence.

Selvakumar, D.J. and Arumugarajan, R. (2010) conducted a study on Emotional Intelligence of Higher Secondary Commerce Students in Tiruchendur. The objective of the study was to analyse the emotional intelligence of higher secondary commerce students in Tiruchendur Taluk in relation to their academic achievement. Survey method of research was adopted in this study. A sample of
358 students from five schools of Tiruchendur Taluk through stratified random sampling technique. Emotional Intelligence Scale developed by S. Arockiasamy (2006) and Half-year marks of the Commerce students were used. The finding of the study is that there is significant relationship between emotional intelligence and achievement in commerce of higher secondary students.

Sridevi, K.V. and Lisha Praveen (2008) investigated a study on Relationship of Emotional Intelligence, Adjustment, Self-concept and Scholastic Achievement of Higher Secondary Students. The study was undertaken with the objective to examine the relationship among Emotional Intelligence, Adjustment, Self-concept and Scholastic Achievement of Higher Secondary students and to find out significant difference in Emotion intelligence of boys and girls and type of college. Stratified random sampling technique was adopted for the selection of sample. There were 57 pre-university colleges in Mysore city, out of which two government, two private aided, five private unaided and one private I grade colleges were selected. The sample comprised of 200 students. The data was collected by using the tools 1) Emotional Intelligence Test, 2) Adjustment Inventory for college students, 3) Self-concept Scale and 4) Scholastic Achievement. Descriptive analysis, differential analysis and Pearson’s product moment correlation techniques were employed to examine the relationship among Emotional Intelligence, Adjustment, Self-concept and Scholastic Achievement. Findings of the study have shown that there exists a positive relationship among
Emotional Intelligence, Adjustment, Self-concept and Scholastic Achievement. Female students possess higher Emotional intelligence than the male students.

**Dubey, R. (2009)** studied *Emotional Intelligence among Undergraduate Students: A Survey*. The objectives of the study were to compare i) emotional intelligence of male and female students ii) emotional intelligence of general, OBC and SC students. The sample for the study comprised of 185 (100 male 85 female) Arts stream undergraduate students of University of Allahabad. ‘Test of Emotional Intelligence’ developed by K.S. Misra was used to measure emotional intelligence of students. ‘t’ test and ANOVA were applied for the analysis of the data. Findings of the study revealed that females are more emotionally intelligent than male students; students of general category have high emotional intelligence in comparison to OBC and SC category. The same is true of male students but female students belonging to general; OBC and SC category do not differ from one another on emotional intelligence.

**Gakhar, S.C. and Sukhwinder Singh (2009)** conducted a study on *Emotional Intelligence of Adolescents with high and low Creativity*. The objectives if the research was to find whether significant differences exists in emotional intelligence between high and low creative adolescents, sex difference exists in emotional intelligent among high and low creative adolescents. Descriptive survey method of investigation was employed in this study. The high and low creative students were identified on the basis of Quartile deviation on creative test. Those students, who scored above Q3 were considered as high
creative and on the other hand, those who scored below Q1 were considered as low in creativity. Data collection consisted of schools located in different districts of Punjab state. Sample comprised of both male and female adolescents studying in 11th class. Major findings of the study revealed that the high creative adolescents were more motivated, expressive, productive and more initiative taking than the low creative adolescents, high creative adolescents are found to be higher on emotional intelligence level than their counterparts. The high creative boys are extrovert, more fluent, more motivated and quick in action which helps them to develop the qualities such as self motivation, self development and commitment, which in turn make them emotionally more intelligent than the high creative girls, it is found that the low creative girls scored slightly higher than the low creative boys. In other words, low creative girls were slightly more emotionally intelligent than the low creative boys.

Gauravsingh and Girijeshkumar (2009) investigated into Emotional intelligence and medium of instruction a study among secondary school teachers. The study was undertaken with the objective to compare the emotional intelligence of secondary school teachers in relation to their medium of instruction and to analyse the major aspects of emotional intelligence of secondary school teachers in relation to their medium of instruction. A sample of 140 teachers at 10 + 2 level in Bareilly city, 70 in English medium and 70 in Hindi medium, were selected by quota sampling technique. The data was collected by using Emotional Intelligence Scale developed by Anukool Hyde, Sanjyot Path and
Upinder Dharwas. Results revealed that emotional intelligence of secondary school teachers differs significantly in relation to their medium of instruction. English medium secondary school teachers have overall score higher on emotional intelligence than Hindi medium secondary school teachers. English medium secondary school teachers are more self aware, emotionally stable, self development made them also have been better altruistic behaviour and integrity

**Mohan, R. (2009)** studied An *Exploration of the Utility of a Self-Report Emotional Intelligence Measure: Pre-Service Teacher Education*. The objectives were: (i) To find a usable measure of Emotional Intelligence that relates directly to teacher trainees in colleges of education and schools; (ii) To see what information that measure can give about the level of Emotional Intelligence held by teacher trainees about to embark on their career. The sample comprised 58 students of the B.Ed. teacher education course. The Emotional Intelligence Appraisal in Tamil was administered to them. An exploratory factor analysis of the 34 items in the total Emotional Intelligence Scale was conducted to examine the factorial composition. Findings of the study reveal that the Emotional Intelligence Appraisal is designed to assess the typical or preferred behaviour demonstrative of the emotional Intelligence skills of the teacher trainee. The five factors of the Emotional Intelligence Appraisal are – Optimism, Open-mindedness, Self-confidence, Professional Commitment and Emotional Balance.

**Usha, P. and Rekha (2009)** investigated *Emotional Competence and Mental Health as Predictors of Academic Achievement*. The study has been
designed to investigate the emotional competence and mental health as predictors of academic achievement in Physics for the group formed on the basis of i) sex ii) locality iii) type of management of schools among the secondary school pupils of Kerala. The study was carried on a sample on a stratified random sample of 530 secondary school students from the schools of Thrissur and Ernakulum districts of Kerala. Scale of Emotional Competence (2006) by Usha and Rekha was used to measure emotional competence. Mental Health Status Scale (1999) by Usha, Anil and Remmya was used to measure the mental health of the secondary school students. Achievement Test in Physics (2004) by Usha and Suchitra was used to measure the achievement of the IX standard pupils in Physics.

The findings of the study show that significant gender difference does not exist in emotional competence, mental health and achievement in Physics. There is no significant difference between rural and urban pupils in emotional competence, mental health and achievement in Physics. It is also found that no significant difference exists between government school pupils and private school pupils in emotional competence. Significant difference was found between government school pupils and private school pupils in mental health and achievement in Physics. There exists low but slight positive correlation between emotional competence and achievement in Physics for total sample and sub-samples. There is low but slight positive correlation between mental health and achievement in Physics for boys, rural and government samples. Multiple
regression analysis reveals that emotional competence is found as best predictor variable of achievement in Physics of secondary school pupils.

Goswami, D. (2009) conducted a study on Emotional Intelligence of the Post Graduate Students of Gauhati University in Relation to Certain Variables. The objectives of the study were to find out i) the level of emotional intelligence of the postgraduate students of Gauhati University, ii) whether there us any significant difference in emotional intelligence of male students and female sample groups, iii) whether there is any significant difference in emotional intelligence of rural students and urban students, iv) weather there is any significant difference in emotional intelligence of Arts students and Science students. Descriptive Survey method was adopted. The study was conducted on a sample of 220 postgraduate students of Gauhati University selected by stratified random sampling. Data collected through Roqan Emotional Intelligence Test constructed and standardized by Roquiya Zainuddin and Anjum Ahmed. The data were analysed using ‘t’ test. It was found that the postgraduate students of Gauhati University students have an average level of emotional intelligence. There is significant difference between male and female students and arts and science students in their emotional intelligence; however, significant difference is found in the emotional intelligence of rural and urban students.

Indu, H. (2009) examined the Emotional Intelligence of Secondary Teacher Trainees. The objectives of the study were (i) to compare the Mean scores of Emotional Intelligence in relation to gender; (ii) to study the influence of
type of family on Emotional Intelligence of teacher Trainees: (iii) to compare the Emotional Intelligence of the teacher trainees on the basis of types of institution namely, government, government-aided and private colleges. Descriptive survey method was used for data collection from 502 samples of teacher trainees studying in five different Colleges of Education in Coimbatore district. The researcher constructed her own tool namely, Emotional Intelligence Scale (EIS) based on Bar-On’s conceptualization of the dimensions of Emotional intelligence. Statistical measures used were Mean, Standard Deviation, t-test and Analysis of variance. The findings were (i) majority of the teacher-trainees fall within the average level of Emotional Intelligence; (ii) there is no significant difference in Emotional intelligence on the basis of gender; (iii) the type of family does not significantly influence the Emotional Intelligence of the teacher trainees; (iv) the type of institutions does not contribute to the Emotional intelligence of teacher trainees.

Umadevi, M.R. (2009) conducted a study on Relationship between Emotional Intelligence, Achievement Motivation and Academic Achievement. The objectives of the study were: (i) To find out the relationship between Emotional Intelligence and Academic Achievement of student teachers; (ii) To find out the relationship between Achievement Motivation and Academic Achievement of student teachers; (iii) To compare the Emotional Intelligence and Achievement Motivation of student teachers with respect to sex and Arts and Science group. Normative Survey Method was adopted for the present study. The sample
consisted of 200 primary school student teachers studying in various D.Ed., colleges of Davangere city and 100 boys and 100 girls and 131 Arts students and 69 Science students. Emotional Intelligence Scale developed by Shailendra Singh (2004) was used. The Findings were (i) There was a positive relationship between Emotional Intelligence and Academic Achievement of primary school student teachers. (ii) There was positive relationship between Achievement Motivation and Academic Achievement of primary school student teachers. (iii) Male and female, student teachers, Arts and Science student teachers not differed in their Emotional Intelligence. (iv) Male and female student teachers, Arts and Science student teachers not differed in Achievement Motivation.

**Dubey, R. (2008)** conducted *A study of Relationship between Emotional Intelligence and Achievement among Undergraduate Students*. The objectives of the study were (i) to compare the emotional intelligence of arts and science stream students; (ii) to compare the achievement of arts stream students with high and low level of emotional intelligence; (iii) to compare the achievement of science stream students with high and low level of emotional intelligence; (iv) to study the relationship between emotional intelligence and achievement. The sample comprised of 162 undergraduate students of B.A-III of Ewing Christian College, Allahabad. Out of which 82 and 80 belonged to arts and science stream respectively. Test of Emotional Intelligence developed by K.S. Misra was used to measure emotional intelligence of students. Mark obtained by the students in B.A-II examination were considered as measurement of achievement. Product moment
Coefficients of Correlation and t-ratio were calculated for the analysis of the data. The findings of the study were (i) students of arts and science stream do not differ from one another on emotional intelligence; (ii) emotional intelligence does not influence the achievement of undergraduate students of arts and science stream; (iii) there is no significant relationship between emotional intelligence and achievement among arts and science stream students; (iv) there is no relationship between emotional intelligence and achievement.

**Kamboji, R.K. (2008)** conducted a study about *Relationship of Emotional Intelligence with Self-Actualization*. The objective of the study was to study the relationship between emotional Intelligence and self-actualization of secondary school teachers. The study was conducted on a sample of 1360 secondary school teachers (680 males, 680 females) from different rural, urban, government and private secondary schools affiliated to Punjab School Education Board in the Punjab State. The tools used for data collection were Emotional Intelligence Scale (2001) by Anukool Hyde, Sanjot Pethe and Ubinder Dhar and Self Actualization Inventory (2000) by K.N. Sharma. Pearson product moment correlation was computed by using the statistical package for social sciences. The study revealed that there is positive and significant correlation between emotional intelligence and self-actualization of secondary school teachers.

**Darsana, M. (2007)** studied the *Relationship between Emotional Intelligence and Certain Achievement Facilitating Variables of Higher Secondary School Students*. The objectives were: (i) To find out the relationship between
Emotional Intelligence and Achievement facilitating variables for the whole sample and relevant sub-sample, (ii) To compare Emotional Intelligence of groups in pairs classified on the basis of sex, locale of the school, nature of school management and socio-economic status. The Normative Survey Method was adopted for conducting the study. The sample of 387 (191 boys and 196 girls) Higher Secondary School students were selected on the basis of stratified sampling techniques from Kollam district in Kerala. The tools used in the study are Emotional Intelligence Test, Socio-economic Status Scale, Examination Anxiety Scale and Self-Concept Scale.

The findings are: (i) there is substantial relationship between Emotional Intelligence and Socio-economic Status for the whole sample and sub-samples – boys, urban subjects, rural subjects and government institution, (ii) there is no relationship between Emotional Intelligence and Socio-economic Status for girls and private institutions, (iii) there is no marked relationship between components of emotional intelligence and self-concept for the whole sample and sub-samples, (iv) there is substantial relationship between components of emotional intelligence and achievement motivation for the whole sample and relevant sub-samples, (v) there is substantial relationship between emotional intelligence and examination anxiety for the whole sample and relevant sub-samples, (vi) there is significant difference between boys and girls in their emotional understanding and emotional intelligence, but there is no significant difference between boys and girls in their emotional perception, emotional facilitation of thoughts and emotional
management. (vii) there is no significant difference between rural and urban students in their emotional understanding, emotional perception, emotional facilitation of thoughts and emotional management. (viii) There is significant difference between government and private school students in their emotional perception, emotional facilitation of thought and emotional intelligence, but there is no significant difference between government and private school students in their emotional understanding and emotional management.

Sridhar, Y. N. and Badiei, H.M. (2007) made a study on Teacher Efficacy and Emotional Intelligence of Primary School Teachers. The objective of the study was to examine the level of Teacher Efficacy and Emotional Intelligence of primary school teachers in relation to gender, age and educational level. It made use of simple random sampling in selecting 100 primary school teachers from the urban primary schools in Mysore south. Teacher Efficacy Scale by Woolfolk and Holy (1990) and Emotional Intelligence Test by Chadha, N.K. were used in this study. The explanatory descriptive design was used in this study. The data were analysed using the statistical tools Pearson correlation and ‘t’ test. The findings of the study are i) there is significant difference between the Means of Teacher Efficacy and Emotional Intelligence with reference to gender and educational level, ii) there is significant difference between the Means of Teacher Efficacy and Emotional Intelligence with reference to age has been observed.

Agrawal, M (2006) investigated the study Does Emotional Intelligence Affect Relationship between Deprivation and Academic Anxiety? The objectives of
the study were i) to find out the relationship between the deprivation and academic anxiety among girls having different levels of emotional intelligence, ii) to evaluate the relationship between the academic anxiety and different areas of deprivation. The sample of 100 adolescent girls, age group 13-17 years were selected from different secondary schools of Varanasi city. The tools used for data collection were i) Deprivation Scale by S.K. Pal, K.S. Misra and K.Pandey, ii) Academic Anxiety SCALE by S.K. Pal, K.S. Misra and K.Pandey, .iii) Emotional Intelligence Test by K. Pandey. The findings are i) the deprivation and academic anxiety are positively correlated in case of more emotionally intelligent girls compared to low emotionally intelligent girls, ii) the social deprivation and academic anxiety were positively correlated in case of emotionally intelligent girls due to their greater understanding of emotional behaviour of their own and others. The parental deprivations and academic anxiety for more emotionally intelligent girls is positively correlated which leads to greater academic anxiety among them.

Ajaykumar and Bhimrao Patil (2006) conducted a study entitled Emotional Intelligence among Students Teachers in relation to Sex, Faculty and Academic Achievement. The purpose of the study was aimed to assess the emotional intelligence of male and female teachers, to find the difference in the emotional intelligence between student teachers of arts and science faculty, to find out the relationship between emotional intelligence and academic achievement of student teachers. The sample comprised of 302 student teachers studying in four colleges of education in Kolnapur district. These colleges of education were
selected by simple random sampling method. The results revealed that the mean value of student teachers of science faculty was higher than that of student teachers of arts faculty. There is significant relationship between emotional intelligence and academic achievement of student teachers.

Amirtha, M and Kathiravan, S (2006) made a research on Influence of Personality on the Emotional Intelligence of Teachers. Normative survey method was used in this study to find out the relation between personality and emotional intelligence of the teachers. The sample comprised of 207 teachers working in different schools of Chennai city. The sample was classified in terms of gender(male-67, female -140), age, qualification, subject specialization, type of school.. Emotional Quotient Inventory by Reuven Bar-on and Myers Briggs Type Indicator by Isabell Briggs Myers and Katherine Cook Briggs were used to collect data. Data was analysed by using descriptive statistics like mean, median, skewness and kurtosis, “t’-test, one-way ANNOVA for testing the significance of difference between means of different groups based on various variables. Findings of the study revealed that female teachers have better impulse control and problem solving skills. Elder teachers have more empathy then youngsters. Post graduate teachers have better problem solving and stress tolerance skills whereas the undergraduate teachers have more emotional self-awareness skills. Teachers working in private schools have more impulse control, emotional self-awareness and flexibility skills. Male teachers have more preference for thinking whereas female teachers have more preference for feeling dimension of personality.
Teachers working in government schools have an inclination for intuitive dimension.

Kajaldevi Manhas (2006) made a study on *Non-cognitive correlates of Emotional Intelligence of Adolescents*. The purpose of the study was aimed to find out the relationship of emotional intelligence with non-cognitive variables, i.e self-concept, mental health, academic stress and family stress to identify difference in the emotional intelligence of male-female, government schools – private schools, scheduled caste – non schedule caste, rural and urban adolescents as well as students of arts and science streams. The sample consists of 400 XIth class male and female adolescents from government and private recognized schools were taken from various higher secondary schools situated in urban and rural areas of Jammu and Kashmir. Data was collected from 3 districts of J&K – Udhampur, Kathua and Jammu. Descriptive survey method was employed to find the relationship between emotional intelligence and self-concept, mental health, academic stress and family stress. ‘t’ ratio technique was used to find out the difference in the emotional intelligence of male-female adolescents studying in urban and rural government and private schools of Jammu and Kashmir. The data was collected using Emotional Intelligence Scale, Self-concept questionnaires, Mental Health Battery - Bishat Battery of stress scales.

Findings of the study revealed that there is positive significant correlation between emotional intelligence and self –concept and the adolescents mental health correlated positively with the dependent variable of emotional intelligence.
Further it is also found that positive correlation is also obtained between academic stress and emotional intelligence and family stress. When comparing their mean scores it is found that girls scores is slightly higher than that of boys, adolescents studying is private schools was higher as compared to the adolescents of government schools, similarly adolescents of science stream was higher as compared to the adolescents studying in art stream also difference was obtained in the emotional intelligence of rural adolescents has also increased when compared with urban adolescents.

Romould, E.V. (2006) made a study on Enhancing Emotional Intelligence of Students teachers through Enneagram Educational Programme. The objective was to find out the effectiveness of the Enneagram educational Programme on the following competencies of emotional intelligence of students teachers: (a) Emotional Self-awareness, (b) Emotional Expression, (c) Emotional Awareness of others, (d) Creativity and (e) Interpersonal Connections. The investigator employed the pre-test and post-test control group design. In this design, the investigator involved two groups, the experimental group and control group, both of which were formed by random assignment and were administered pre-test of the dependent variable; one group received the special treatment and then both the groups were posted. In this study B.Ed. Colleges and student teachers were two independent sets of units. The tools were EQ Map Questionnaire, Interview Schedule for the Student Teachers and Reaction Scale for the Feedback of the
Intervention Programme used for data collection. The data were computed by Mean, Standard Deviation and Analysis of Covariance for finding result.

The findings of the study were (1) The Enneagram, spiritual and psychological model of humanity, enables individuals to look deeply into their own character, harmonise their daily lives and their relationships both personal and professional and understand their personal path of growth. (2) Working with the Enneagram, with oneself and with students, teachers have found it more creative to recognise their passion, put their attention to it, learn to observe it and see what it teaches one about oneself. (3) This process itself loosens the grip of the automatic response and gives insight in to how to work with the issues, especially the repeated behaviour and emotions. (4) The knowledge and training in Enneagram, enables the individuals to improve their emotional self-awareness, emotional expression, emotional awareness of others, creativity and interpersonal connections. (5) Practicing Enneagram knowledge in the classroom enables the teachers to improve their patterns of communication, their interpersonal relationships, integrity, and to develop and maintain a facilitative and conducive classroom climate. (6) It can be concluded that the field of education, particularly the teachers training programme is a beneficiary programme.

Tyagi, S.K. (2004) examined a study on Emotional Intelligence of Secondary Teachers in Relation to Gender and Age. The Objectives of this investigation were: (i) to determine the level of EQ of secondary teachers; (ii) to compare the level of EQ of male and female secondary teachers; and (iii) to
compare the group-I (age below 30 years), group-II (31-45 years), and group-III (age 46 years to 60 years) on the variable of emotional intelligence and to seek significant difference, if any among the groups. The sample consisted of 500 secondary teachers (350 male and 150 female) belonging to secondary schools (urban-rural) from Dhule district, Maharashtra. The sample divided into three groups, namely, group I, group II, and group III on the basis of age difference. A structured questionnaire called Emotional Intelligence Test developed by Professor N.K. Chadh And Dalip Singh was used for the study. The findings were: (i) the level of emotional intelligence of secondary teachers was extremely low. (2) The level of EQ was independent of gender and age. (3) There was no significant difference among the groups.

b) Studies Related to Personality Traits

Out of the 77 Indian studies identified, 12 studies related to Personality Traits are given below.

Kaur, B. and Panju, N (2014) made a study on Study of Academic Achievement of adolescents in relation to their Personality Traits. The objectives of the study were i) to study and compare the personality traits of male and female adolescents, ii) to study the impact of personality traits on academic achievement, iii) to study the impact of personality traits of male adolescents on their academic achievement, iv) to study the impact of personality traits of female adolescents on their academic achievement. For this study a sample of 100 students (50 male and
50 male) were selected randomly from different schools of Amristar city (Punjab), studying in IX and XII class. Dimensional Personality Inventory invented by Mahesh Bhargava was administered and scored. Metric exam marks were noted down from their school record. Mean, Standard Deviation and t- tests were used for analysis of data. The findings of the study are i) there exists no relationship between the personality traits of male and female adolescents, ii) there exists a significant relationship between the personality traits of adolescents and their academic achievements, iii) there exists a significant relationship between personality traits of male adolescents and their academic achievement, iv) there exists a significant relationship between personality traits of female adolescents and their academic achievement.

Arundathi (2014) conducted a study on Personality and Academic Achievement of Women in Single –sex Colleges and Coeducational Colleges. The objectives of the study were i) to study the academic achievement of girls studying in women’s college and coeducational colleges, ii) to compare the effect of Personality Factors on girls studying in women’s colleges and coeducational colleges, iii) to determine whether the Personality and Academic Achievement have direct effect on the type of college girls study, iv) to assist girls to know the types of Personality they posses. A sample of 324 women students of II degree course of Bangalore city (south) was selected by simple random sampling techniques. It comprised 162 students from single-sex College and 162 students from coeducational colleges. The 16 PF Questionnaire and Personal information
proforma were adopted for the study. The Means, Standard Deviations and t-values were interpreted to the selected variables for analysis of data. The findings of the study are i) there is no significant difference between girls studying in single-sex colleges and coeducational colleges in the percentage of marks obtained, ii) there is no significant difference between girls studying in single-sex colleges and coeducational colleges with regard to their shy nature to join a particular single sex college, iii) samples in both the groups like to be aloof, work alone and avoid compromise of viewpoints iv) there is no significant difference between the achievement of girls studying in different types of institutions with regard to their intelligence and relaxed nature. v) the samples are emotionally less stable and easily become upset, vi) there is no significant difference between girls studying different colleges with regard to their sober and trustworthy nature, vii) the samples of both the groups are shy, cautious, conservative, withdrawing, compromising and tend to be slow, viii) both the groups prefer to work and make decisions with other people, ix) both the groups are not bothered who will control and have little regard for social demands.

Raheem, A., Jamal, S. and Hasan, A. (2014), studied the *Occupational Stress among Female Teachers in Relation to their Personality Pattern and Marital Status*. The objectives of this study were: i) to study the difference in the level of occupational stress among female teachers in relation to their personality type and marital status, ii) to find out the difference in the level of occupational stress among female teachers in relation to the interaction of the two variables. A
sample of 121 female teachers was selected through purposive sampling technique and administered – Occupational Stress Index (OSI) constructed and standardised by Srivastava and Singh to measure the occupational stress and Dhar and Jain’s Type A/B Behavioural pattern Scale (ABBPS) to know the personality patterns. By applying Mean, SD, test of significance and Factorial ANOVA followed by Scheffe Technique the study revealed: i) the respondents of personality type A (having the characteristics of tenseness, impatience, restlessness, achievement orientation, domineering and workaholic) are found to have significantly more occupational stress than their type B (characterised by complacent, easy going, non-assertive, relaxed and patience) and not clear personality pattern counterparts. Moreover, the not clear personality pattern respondents are found to be significantly more stressed than the respondents of type B personality pattern, ii) the married and unmarried respondents do not differ significantly on the level of occupation stress, iii) the personality pattern and the marital status of the female teachers do not interact significantly to determine their occupational stress.

Mahida, J.R. (2011) undertook A Study of Personality of the Students Studying in Secondary Schools in Relation with Some Variables. The objectives of the study were i) to study the personality of the students studying in the std VIII and IX from secondary schools, ii) to study the different scores of the personality of the students studying in the std VIII and IX from secondary schools, iii) to study the different scores of the personality of the boys studying in the std VIII and IX from secondary schools, iv) to study the different scores of the personality
of the girls studying in the std VIII and IX from secondary schools, v) to study the
different scores of the personality of the boys and girls studying in the std IX from
secondary schools, vi) to study the different scores of the personality of the boys
and girls studying in the std IX from secondary schools. The sample of the present
study consisted of 600 students (300 boys and 300 girls) selected on the basis of
stratified random sampling. The Personality Inventory developed by S.K. Patel
was used. The collected data were analysed based on Mean, Standard Deviation
and Standard Error and in context of different variables.

The findings of the study were i) there was no significant difference
between the mean scores of students of std. VIII and IX for all the 15 variables
namely Achievement, Deference, Order, Exhibition, Autonomy, Affiliation,
Intraception, Succorance, Dominance, Abasement, Nurturance, Change,
Endurance, Hetero-sexuality and Aggression of Personality Inventory, ii) there
was no significant difference between 0.01 and 0.05 Level of every 15 variables of
Personality for the students studying in the std. VIII and IX in the secondary
schools of Ahmedabad city, iii) in the variables like Difference, Order,
Intraception, Succorance and Endurance, the girls are rated higher than the boys in
the Personality of the students studying in the std. VIII and IX in the secondary
schools of Ahmedabad city, whereas other variables do not have significant
difference, iv) in the variables of Personality like Order, Intraception, Change, the
girls of the VIII standard of the secondary school of the Ahmedabad city have
found ahead of the boys studying in the same standard and in the variable like
Hetero-sexuality the boys are found ahead of the girls studying in the VIII standard, it can be proved at 0.01 Level, v) In the variable like Deference and Endurance the girls of the VIII standard are ahead of the boys of the same standard, vi) In the variables of Personality like Autonomy, Intrception, Succorance and Endurance the boys of the IX standard are rated behind the girls studying in the same standard and in Hetero-sexuality, the boys are ahead in comparison to the girls of the standard at 0.01 Level, vii) in the variables like Succorance and Abasement the girls are found ahead of the boys at 0.01 Level while in the other variables no significant difference.

Mehta, M. (2010) conducted a study on Personality Needs and Academic Achievement of Sr. Secondary Students. The objectives of the study were to find out the relationship between Personality Needs and Academic Achievement Senior Secondary Students. The sample comprised of 120 students (50 High Achiever students and 70 Low Achiever Students on the basis of Class X final examination CBSE Board) from the five schools of the Ghaziabad city. Meenakshi Personality Inventory (MPI) constructed by Meenakshi Bhatnagar was used. Frequency Distribution, class interval, cumulative frequency distributions were used to identify the largest Difference and tested for significance. The study revealed that need-achievement, need-dominance, need nurturance and need endurance are positively and significantly related to students academic achievement while needs Succorance, Affiliation, Abasement and Aggression are significantly but negatively related to academic achievement.
Singh, P. A. and Pathardikar, A. D. (2010) studied *Effect of Personality Traits and Emotional Intelligence on Leadership Effectiveness*. The objective of the study was to find out the impact of personality traits and emotional intelligence on leadership effectiveness. The study was conducted on 140 IT professionals working in firms located in northern India. It was hypothesized that neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness personality traits and emotional intelligence would significantly predict leadership effectiveness among IT professionals. NEO Five Factor Inventory, Schutte’s emotional Intelligence scale and GE Leadership Effectiveness Survey were used to assess personality traits and leadership effectiveness among IT professionals. The results of this study show that, overall, Extraversion, Conscientiousness, agreeableness Openness and emotional intelligence are useful in relation to leadership. The findings revealed that openness to experience emerged as best predictor of leadership effectiveness followed by conscientiousness, emotional intelligence, agreeableness, and extraversion. Overall, the findings suggest that personality traits and emotional intelligence are significant predictors of leadership effectiveness. The findings of the current study provide preliminary evidence for the relationship between personality traits, EI and leadership effectiveness.

Khan, M.A. and Yaseeen, U.M. (2009) were undertaken a study on *Personality Factors of Elementary Level Teachers*. The objectives of the study were i) to study the personality factors of young and old elementary level teachers, ii) to study the personality factors of male and female elementary level teachers.
The sample for the study was 100 male and 100 female elementary level teachers; selected randomly from 3 education zones of Baramulla district. Cattell’s 16PF was employed for the collection of data and ‘t’ tests was used for the analysis of data. The findings of the study are that the young elementary level teachers are emotionally unstable and tense, while the older elementary level teachers are emotionally stable and relaxed. The significant mean difference is also found between male and female elementary level teachers on various personality factors. Male teachers are found assertive enthusiastic, bold, tough minded open, self assured, experimenting and uncontrolled, while female teachers are found humble, sober, shy, tender minded, shrewd, apprehensive, conservative and controlled.

Kumar, G.N.S. (2009) made a study about Relationship Between Educational Values of Co-curricular Activities and Personality Traits of Higher Secondary Students. The objectives of the study were to find out whether there were any significant differences in i) the perception of educational values of co-curricular activities, ii) self-esteem, iii) independence, iv) self-acceptance and v) self-disclosure among the higher secondary school students with regard to group of study, school nature and educational district. The survey method was followed for this investigation. A sample of 1000 students was drawn through stratified sampling technique. The tools used for data collection were i) Co-curricular Activities Educational Value Perception Questionnaire structured and validated by Sunith Kumar, ii) Self-esteem Inventory structured and validated by Arockiasamy and Soosay Nayagam, iii) Independence Inventory standardized by Manju Rani.
Aggarwal, iv) Self-acceptance Inventory structured and validated by Sunith Kumar and v) Self-disclosure Inventory structured and validated by Sunith Kumar. ‘F’ test and product moment correlation were used for the statistical treatment of the data.

The findings of the study were i) there were no significant differences in educational values among the higher secondary school students with regard to group, school nature and educational district, ii) there were no significant differences in self-esteem among the higher secondary school students with regard to background variables, iii) there were no significant differences in independence among the higher secondary school students with regard to background variables, iv) there were no significant differences in self-esteem among the higher secondary school students with regard to school nature but there were significant differences in self-esteem among the higher secondary school students with regard to group of study and educational district, v) there were no significant differences in self-acceptance among the higher secondary school students with regard to group of study and nature of school but there was significant difference in self-esteem among the higher secondary school students with regard to educational district, vi) there were no significant differences in self-disclosure among the higher secondary school students with regard to background variables, vii) there were no significant relationships between educational values as perceived by higher secondary students and their personality trait self-acceptance but there were significant relationships exist between educational values as perceived by higher
secondary students and their personality traits self-esteem, independence and self–disclosure.

**Chandasekaran, K. (2008)** made a *Study of Environment on Personality Development*. The objectives are (i) to find out the difference between boys and girls in personality development, (ii) to find out the difference between the girls living with parents and girls away from parents in personality development. 125 samples were chosen from 10th standard, out of which 37 girls with parents, 49 boys and 39 girls away from the parents (girls in directorate of social defence). The findings are (i) boys are better than girls in self-confidence, (ii) girls away from parents are better than others in social concern, leadership, communication skills, self-awareness and interpersonal relationship.

**Ravi, V (2008)** explored *Parents Personality Development and Academic performance of students*. The aim of the study was to find out the impact of training on the parents towards betterment of academic performance of students. Pre-post experiment design was used. The parents (150) were given 10 days training in study skills and personality development particularly giving positive reinforcements. Personality development index was administered to the parents initially and the dimensions were explained to them. The findings showed significant improvement for parents in personality development dimensions of self-awareness, interpersonal relationship and stress coping ability. The students improved their academic performance due to the training to the parents.
Annaraja, P. and Joseph N.M. (2007) studied the Interpersonal relationship and stress coping ability of teacher trainees. The objectives of the study are (i) to find out the level of interpersonal relationship of teacher trainees with respect to sex, qualification, locality of native place, religion and optional subjects, (ii) to find out the level of stress coping ability of teacher trainees with respect to sex, qualification, locality of native place, religion and optional subjects. Survey method was used in this research. Interpersonal relationship scale by C. A. Hill (1987) and Stress Coping Ability scale by the investigators were used to collect the data. The findings are (i) 9.1 percent of the graduate teacher trainees possess high level of interpersonal relationship whereas 11.9 percent of the post graduate teacher trainees possess high level of interpersonal relationship, (ii) 14.3 percent of the male teacher trainees possess high level of interpersonal relationship whereas 9.2 percent of the female teacher trainees possess high level of interpersonal relationship, (iii) There is no significant difference between male and female teacher trainees in their interpersonal and stress coping ability. (iv) There is no significant association between religion and interpersonal relationship and stress coping ability.

Upadhyaya, P. (2006) studied Personality of Emotionally Intelligent Student-Teachers. The objective was to examine the difference in the personality traits of high and low emotionally intelligent student-teachers. A sample of 78 student-teachers studying in Ewing Christian College, Allahabad was for study. The test of emotional intelligence and personality inventory were used for
collecting data these tools were developed by K. S. Misra. The findings are (i) Student-teachers with low emotional intelligence are more uneasy and worried about future unhappy feeling and failures; are less cautious, irregular and like to take more rest, restrain others, have lack of energy and feel tired and uninterested and confirm to the opinion or accepted path taken by most people. (2) Student teachers with high emotional intelligence are more competent and have more self-confidence, hardworking, help others constructive way, more motivated, energetic and full of enthusiasm and turn away from accepted or given path or opinion. (3) The fifteen personality traits like experimentative vs conservative, emotionally stable vs excitable, spiritual vs materialist, social vs self-centred, adaptive vs rigid, inquisitive vs non-curious, relaxed vs tense, affectionate vs undemonstrative, self-critical vs happy-go-lucky, group dependent vs autonomous, humble vs assertive, more analytical vs less analytical, forthright vs crooked, dominant vs submissive, conscientious vs unscrupulous are not different in case of student teacher with high and low emotional intelligence.

c) Studies conducted on Academic Achievement

Out of the 77 studies identified, 26 were conducted on Academic Achievement related to the problem of this studies are given below.

Anandan (2013) conducted a study on Academic Performance of Out-of-School Children in Non-Residential and Residential Special Training Centres in Nagapattinam, Thanjavur and Coimbatore Districts. The major objective of the
study was to find out the level of Academic Performance of Out – of – School Children in Non – Residential and Residential Special Training Centre in Nagapattinam, Thanjavur and Coimbatore Districts. The present study follows Survey Method and Stratified Random Sampling method used to select 394 Out of-School Children of class VI, VII and VIII from Non-Residential and Residential Special Training Centres in Nagapattinam, Thanjavur and Coimbatore Districts as sample. Achievement Test in Tamil, English, Maths, Science and Social Science as tool for this study. Statistical techniques used for the study for Mean, Standard Deviation, ‘t’- test, F test and Correlation Coefficient. The major findings of the study were: i) both Male and Female out – of – School Children are having similar level of Academic Achievement on the Subjects of Tamil, English, Maths, Science and Social Science. ii) Academic performance of Rural Children is better than the Urban Children in Tamil, English, Maths and Social Science Subjects. iii) Academic Performance in Maths Subject the Uneducated Parents of Children is found to be significantly higher level than the College Education level.

**Chandra (2013) did a study on** *Achievement in Science through Rastriya Madhyamik Shiksha Abiyan among the Students of Standard IX.* The study belongs to Survey research. The study carry out 195 Students have been selected by random sampling from the schools. The major findings of the study were: i) The Female Students are having significantly higher level of Achievements in Science through Rastriya Madhyamik Shiksha Abiyan than the Male Students. ii) Urban Students are having significantly higher level of Achievements in Science
through Rastriya Madhyamik Shiksha Abiyan than the Rural Students. iii). Aided School Students are having significantly higher level of Achievements in Science through Rastriya Madhyamik Shiksha Abiyan than the Government School Students.

Mozhiyarasi (2013) conducted a study entitled as *Influence of Active Learning Methodology on Achievement in Science among Upper Primary Students Studying at Different Types of Schools*. The major objective of the study was to measure the influence of Active Learning Methodology on Achievement in Science among the Upper Primary Students studying at Different Types of Schools. The present study follows Survey Method and Stratified Random Sampling method used to select 896 students in VIII standard in different types of school in Tiruchirappalli District as sample. The following tools were used (i) Achievement Test in Tamil, English, Maths, Science and Social Science subjects were developed by the investigator. (ii) Students Involvement in Active Learning Methodology (SIALM) developed by the investigator. Statistical techniques used for the study for Mean, Standard deviation and t-test.

The major findings of the study were: i) there is a significant difference between the mean achievement score in subjects through ALM and their Gender. ii) The scores on Achievement in subjects such as Tamil, Mathematics and Science, Rural Students were significantly better than urban students. iii) The scorers on achievement in Tamil and Social Science subjects Aided School Students were significantly better than Govt. School students. iv) The score on
achievement in English subject whose parent’s illiterate, Degree and above were better than whose parents XII.

**Beiya Babu (2012)** conducted a study on *Influence of Value Orientation and Creativity Ability on the Academic Achievement of Teacher Trainees in Colleges of Education Affiliated to Kerala University*. The present study follows Survey Method and stratified random sampling method was followed in this study. Investigator selected a sample of 1000 teacher trainees from the colleges of education affiliated to Kerala University in the districts Thiruvananthapuram, Kollam and Allappy. The following tools were used (i) Value Orientation for B.Ed. Students developed and validated by Baiya Babu and Amalraj. (ii) Divergent Productive Abilities Test – Measures of Creativity developed by D.K.N Sharma (1987). Statistical techniques used for the study for Mean, Standard Deviation, ‘t’-test, F value, Correlation Coefficient and Factor Analysis. Findings of this study, i) Urban College teacher trainees are found better in their academic achievement than the rural College teacher trainees. ii) Arts optional teacher trainees are found better in their academic achievement than the science optional teacher trainees. iii) There is a significant influence of value orientation and creative ability on the academic achievement of teacher trainees of college of Education affiliated Kerala University.

**Edwin Thangom (2012)** studied the *Effective of Using Science Lab Equipment on the Achievement in Science among the Students of Standard IX*. The study belongs to Experimental Research. The sample consisted of 57
Students. Achievement Test in Science as tool for this study. The major findings of the study were: i) The Female students secured significantly higher achievement score in science than the male students. ii). The SC students secured significantly higher achievement score in science than the BC and MBC students. iii). The Mean achievement scores in science were found to be high.

Kanakavalli (2012) conducted a study entitled as *Academic Achievement in relation to Emotional Intelligence of Students, Parents and Teachers*. The present study follows Survey Method and Stratified Random sampling Technique was followed in this study. Investigator selected a samples of 1000 Students, 1000 Parents and 300 Teachers. Tools used in this study were Emotional Intelligence Questionnaire for Students, Emotional Intelligence Questionnaire for Parents and Emotional Intelligence Questionnaire for Teachers. Statistical techniques used for the study for Mean, Standard Deviation, Skewness, Kurtosis, Correlation, Multiple Regression and ‘t’- test. Findings of this study, i) Female students have more Academic Achievement than the Male students. ii) Students studying in Institutions situated at rural areas have higher level of Academic Achievement than the students of urban based institution. iii) Students studying in science group have higher level of Academic Achievement than the arts group students. iv) There is strong relationship between Academic Achievement and Emotional Intelligence of students.

Manimaran (2012) did a study on *Factors Affecting Teaching Competency and Achievement of Student - Teachers in Colleges of Education in South Tamil*
Nadu. Survey method followed in the study. The Stratified Random Sampling Technique was followed in the Study. The Student–Teachers studying in Self–Finance College of Education in South Tamil Nadu were the Population of this Study. There are 242 Self – Finance College of Education in South Tamil Nadu. The Population of Student– Teachers studying in Self–Finance College of Education in South Tamil Nadu was approximately 26,500 at 242 Self–Finance College of Education. By using the Stratified Random Sampling Technique, Investigator selected 746 Student – Teachers from 13 Self – Finance Colleges of Education in South Tamil Nadu. In this study, Investigator used two types of tools. The first type of tool was teacher developed tool named Scholastic Achievement Test (SAT). The Investigator used the second type of tool which is standardized tools, such as Rathus Assertiveness Scale (1967), Self – Concept Rating Scale by Prathibha Deo, Stress questionnaire by Latha Satish (1988), General Teaching Competency (GTC) Scale by Passi, B.K. and Lalitha, M.S. (1994). Mean, Standard deviations, ‘t’ test and Pearson’s Correlation were used for analyzing the data. The finding of the study, Male and Female, Arts and Science and UG and PG Student – Teachers the Mean Scores of Achievement are similar.

Mirunalini, Gopal and Anandan (2012) made a study on Gender and Parental Income towards the Effectiveness of Computer Assisted Instruction on Achievement in Science among Primary School Students. The aim of the present study is to measure the Gender and Parental Income towards the Effectiveness of Computer Assisted Instruction on Achievement in Science among Primary School
Students. The Study belongs to Experimental Research. Single group sampling design was followed in the study. The size of the sample is Forty Two students studying in primary school were selected through Random Sampling Technique. The investigators themselves developed the tool ‘Achievement in Science’ which consists of forty items comprising three units in multiple choice patterns. Standardised CAI Software on selected science concepts were used as treatment. Mean, Standard deviation and ‘t’ test techniques were used for analyzing the data. The findings revealed that the Gender and Parental Income towards the Effectiveness of Computer Assisted Instruction on Achievement in Science among Primary School Students. It also revealed that there is no significant difference on Gain Scores of the Mean Achievements in Science through the treatment of CAI software among Primary school students with respect to Gender and Parental Income.

Praveen Dhar (2012) did his research study on School Climate and Achievement in Botany among Higher Secondary School Students. The investigator adopted Survey method for investigation. The sample consisted of 400 students from 10 higher secondary schools in Kanyakumari district, Tamil Nadu. School Climate Scale constructed and validated by the investigator. The major findings showed that there was a relationship between School Climate and Achievement in Botany among higher secondary school students of whole sample and in the relevant sub samples. There was no significant difference in the relationship between school climate and achievement for male and female
comparison, rural and urban comparison, government and aided comparison and Tamil and English medium comparison.

Rajalakshmi (2012) conducted a study on Influence of Psychological and Sociological Factors on Achievement of Student - Teachers in Colleges of Education in South Tamil Nadu. The nature of the study is survey type. Stratified Random Sampling Technique was used in this study. The Investigator randomly selected 13 Self Financing Colleges, 3 Aided Colleges and 1 Government College of Education. The Student Teachers studying above selected 17 Colleges were sample of the present study. The size of the sample was 951 of which 391 were Male and 560 were Female Student-Teachers. The investigator used two kinds of tools for the research. One is standardized and the other is Teacher made. the Standardized tools are ‘Personality Scale’ H.J. Eysenek’s (1972) and Frustration Trust’ by Dr. B. M Dixit (1987) and Dr. D.N. Srivastava (1987). The Investigator has developed the Achievement Test in Education (ATE). Mean, Standard Deviation, ‘t’ test and Karl Pearson’s Correlation coefficient. The study reveals that Achievement score is significantly high among Female Student-Teachers than Male Student-Teachers.

Anandan.K. (2011) conducted a study entitled Effect of Information and Communication Technologies on Achievement in Educational Psychology among B.Ed. Distant Learners. The present study follows Experimental Research Method and Purposive sampling Technique was followed in this study. Investigator selected a sample of 200 B.Ed. Distant Learner. The following tools were used (i)
Achievement Test in Educational Psychology developed and validated by Investigator. (ii) Developed Programmed Material was converted into CAI Software with Animation. Statistical techniques used for the study for Mean, Standard Deviation and ‘t’- test,. Findings of this study, i) Both Male and Female Student – Teachers of distance learners have scored similar level of Mean Gain Scores among the control group. ii) There is no significant difference on the mean gain scores between the control group UG and PG qualified Student – Teachers of distant learner. iii) Pre – test Mean achievement scores of the control and experimental group student – Teachers were similar.

Baskaran (2011) conducted a study on Social Intelligence in relation to Scholastic Achievement of B.Ed Student – Teachers of Bharathidhasan University. The nature of the study is survey type. Stratified random sampling technique was used for selecting the B. Ed. colleges. 980 Student – Teachers studying B. Ed, course in government and self financed colleges of educations in Bharathidhasan University region were selected as sample for the study. Investigator used two types of tools. The first type of tool was Social Intelligence Tool. It consists of six type of categories namely, confidence, co – operation, adaptability, patience, sense of humour and sensitivity. The second tool is Scholastic Achievement Tool. Statistical techniques used to analyze the observed data were Mean, S.D, ‘t’ – test, F- test and spearmen correlation. The major findings were: Scholastic Achievement scores of both male and female student – teachers are similar. Scholastic Achievement scores of both P.G and U.G student – teachers are similar.
Scholastic Achievement scores of both Arts and Science degree student – teachers are similar. Scholastic Achievement scores of both married and unmarried student– teachers are similar.

**Jai Singh (2011)** made a study on *Learning Achievement of Elementary School Students in Urban Slums of Varanasi City: A Comparative Study*. The major objective of the study was to assess Learning Achievement of Elementary School Students in Urban Slums of Varanasi City. The present study followed Descriptive Survey Method and Multistage stratified random sampling method used to select 67 Elementary Schools in Urban Slums of Varanasi City. Further, 670 students of class V were randomly selected for the study. The following tools were used (i) Mathematics Test for Class V, developed by the Department of Educational Measurement and Evaluation(DMEM), NCERT. (ii) Language (Hindi)test for Class V, developed by the DEME, NCERT. Statistical techniques used for the study for Percentage, Bar – Diagrams and ‘t’ test. Findings of this study, i) Learning Achievement of Students of Private schools in Mathematics were found to be higher than the government schools. ii) Achievement of Elementary Schools at national level in Mathematics were found to be higher than the Elementary Schools in Slum areas of Varanasi city.

**Prabakaran (2011)** conducted a study on *Effectiveness of some selected Models of Cooperative Learning on the Academic Achievement of Students in Teaching Social Science at the Secondary Level in Coimbatore District*. The objective of the study was to investigate the effectiveness of cooperative learning
method over traditional method in enhancing the academic achievement in learning social science. 384 students of standard IX studying in secondary schools were selected as the sample which consists of 192 students of control group and 192 students of Experimental group. They were selected from government and government aided schools from Coimbatore region of Tamil Nadu. Experimental Method was adopted in his study. Tools used in this study were Achievement tests and Attitude Scale constructed by the investigator. Statistical Techniques were used in this study were ‘t’ test and Coefficients of correlation. The major findings of the study were i. Gender has no effect on the achievement level of male and female students of control and experimental groups in the pre-test of traditional method of teaching. ii. Locality has impact on the achievement level of rural and urban students of control and experimental groups in the pre-test of traditional method of teaching. iii. From the gender-wise analysis of the control and experimental groups in the post-test, it is generalised that gender has effect on the achievement level of male and female students of control and experimental groups in the Jigsaw model of cooperative learning.

Sadanantham and Lourdusamy (2010) made a research on Parental Influence on Academic achievement of Higher Secondary Students. The objectives of the studies are i. to find out the level of Parental influence of higher secondary students. ii. To find out the significant relationship between parental influence and academic achievement of higher secondary students. The methodology of the study was Survey method and totally 300 higher secondary students were selected
as samples by stratified random sampling technique was used in this study. Findings of the studies are i. Higher secondary students are having high level of parental influence. ii. There is no significant difference between male and female higher secondary students in family and school relationship but there is significant difference between male and female higher secondary students in parenting academic involvement. iii. There is no significant association between education of the parents of higher secondary students and their academic involvement.

**Vasanthi (2010)** studied the *Effectiveness of Computer Mediated Learning on Achievement in English Grammar among the Students of Class VIII*. The major objective of the study is to find out the effectiveness of Computer Mediated Learning through Branched programming model in English Grammar. The tools used for the study were Achievement test in English Grammar (ATEG) for measuring the achievement and Simplex Junior Intelligence Test for measuring the intelligence for students of VIII standard and 45 samples were selected through Random sampling technique. CML software package was developed by the Investigator with the support of M/s School net, Bangalore for the treatment. The statistical techniques used for the study were Mean, Standard Deviation, t-test and r values to analyse the data. The findings of the study revealed that the mean achievement gain scores of the experimental group students were better than the control group students in Total.

**Mani (2009)** conducted *A comparative study on the Achievement in Mathematics among the Students of Standard VIII of Middle, High and Higher*
Secondary Schools in Dindigul District. The objectives of the study were i) To measure the level of achievement of the students in mathematics with respect to gender. ii) To measure the level of Achievement of the students in Mathematics with respect to Locality. Normative Survey Method was adopted in this study by using the Stratified Random Technique, 3072 students and 167 teachers handling Mathematics for standard VIII in 59 schools were selected as the sample for the study. The 59 schools consisted of 19 Middle schools, 17 High schools and 23 Higher Secondary Government, Aided schools of Dindigul district. Two types of tools were used in this study. One is achievement test in Mathematics (ATM) developed by the investigator. The other one is standardized tool on Teacher’s Morale developed by Anjani Metha (1977). Statistical Techniques were used in this study were Mean, Standard Deviation and ‘t’ test. The major findings of the study were i. Male students of Middle and Higher Secondary Schools were scoring higher in Mathematics than the High School students. ii. The Performance of the Middle and Higher Secondary female students was greater than the High School Female students. iii. Between the Urban Middle and High Schools the Mean Achievement scores were significantly more whereas it is greater in the Higher Secondary Schools of Rural Locality only.

Noorjehan and Wajiha (2009) conducted a study entitled as Factor Affecting Academic Achievement of IX Standard Students in Mathematics. The objectives of the study were to find out the relationship between Achievement in Mathematics and Mathematical Creativity, Test-anxiety, Attitude towards
Mathematics and Achievement Motivation of IX Standard Students and to study the significant difference in Achievement in Mathematics and Mathematical Creativity, Test-anxiety, Attitude toward Mathematics and Achievement Motivation of IX Standard Students when they are classified according to their Sex, Medium of instruction and Type of Management of the School. The nature of the study is survey type. Using the Stratified Random Sample Technique 800 Boys and Girls were selected from 20 Secondary Schools giving due representation to Sex, Type of Management and Medium of Instruction. The Tools used for the study were Achievement Test in Mathematics (constructed by the researchers), Mathematical Creativity Test (Singh, 1988), Test Anxiety Scale (Najma, 1977), Attitude Scale to Measure Attitude towards Mathematics (Sunny, 1987), Achievement Motivation Inventory (Mehta, 1969). Correlation, ‘t’ test and multiple regressions were used for analyzing the data. The findings of the study were Mathematical Creativity and Achievement in Mathematics is significantly correlated. Girls have performed better in Achievement in Mathematics than Boys.

Thamodaran (2009) made a research on Mental Health and Academic Achievement in English of Higher Secondary Students. The study found that there is no significant difference in the Academic Achievement of Higher secondary students with respect to variables Gender, locality and Family income. The nature of the study is survey type. Stratified Random Sampling Technique was used in this study. Size of the sample is 250 students studying XI standard are taken as the
The study reveals that there is significant relationship between the Academic Achievement of Higher secondary students in English and their mental health.

Anbuchelvan (2008) conducted a study on Efficacy of Total Quality Management on Academic Achievement among the Teacher Trainees. The present study follows Survey Method and Stratified Random sampling Technique was followed in this study. Investigator selected a sample of 802 Teacher Trainees. The Investigator used two types of tools. The first type of tool was the standardized one. It consists of three different tools namely Principals’ TQM Tool, Staff TQM Tool, Students’ TQM Tool and Second type of tool named Scholastic Achievement Test. Statistical techniques used for the study for Mean, Standard Deviation, Percentage, Correlation and ‘t’- test. Finding of this study, i) The level of Academic Achievement scores of the students studying in Government, Aided and Self – financed TTI’s are 80.40%, 72.77% and 69.32% respectively. ii) There is a significant difference between the Academic Achievement scores of Government, Aided and Self – financed TTI Students. iii) TQM influences the Academic Achievement of the Teacher Trainees irrespective of the type of TTI .iv) There is no significant relationship between the TQM score and the Academic Achievement scores of Teacher Trainees who were born to illiterate and who study in Government, Aided and Self – financed TTI’s.

Sujana Florence (2008) did her research study on Effect of Demonstration in Achievement of Biology among JR. College Students. The nature of the study is
Experimental research. The sample consisted of 36 Students (i.e., Control group 16 and experimental group 20). Achievement Test in Biology as tools for her study. The Major findings included the mean achievement scores of the experimental group higher secondary students in total were significantly higher than the control group students and mean achievement scores of the post test of the control group higher secondary students were significantly higher than the pre test scores among the male students. There was significant difference exists among the Experimental Group between pre-test and post test scores and there exists a significant difference was found among the Students of High income group in their Achievement between the pre-test and post test scores.

Josephine (2007) studied the Locality and Parents Occupation towards the Achievement in Botany among Higher Secondary Students. The study belongs to Survey research. The study carry out 295 Students have been selected by stratified random sampling method. Achievement Test in Botany as tool for this study. The major findings of the study were: i) The mean value of the female students on the achievement in Botany is significantly higher than the male students. ii) Government and Private school students are having similar level towards achievement in botany.

Nuthanap (2007) conducted a study on Gender analysis of Academic Achievement among High School Students. This study was carried out in Dharwad urban and rural areas of Karnataka state during the year of 2006-07. This study was carried with the following objectives. To analyze the study habits of boys and
girls studying in 8th, 9th and 10th classes. To study the self-concept of boys and girls studying in 8th, 9th and 10th classes, To know the influence of study habits, self-concept, socio economic status on academic achievement. The sample for the present study was 600 students. Out of these 300 were drawn from rural and 300 were from urban. Two schools each were selected randomly from 15 urban English medium schools and for rural, in 100 villages of Dharwad taluq two villages were selected areas, totally four schools. The ex.post facto research design was followed for conducting the study. The purpose of the study was to analyze study habits and socio economic status and their influence on academic achievement. The independent variables selected for the study were study habits, self-concept and socio economic status. The dependent variable was academic achievement. The tools employed for the study are study are self concept scale developed by Singh and Singh (1988), habit inventory developed by Patel with slight modification (1976), and socio economic status scale developed by AICRPCD (2002). Salient findings of the study were there was no association between boys and girls on study habits. There was positive and significant relation between self-concept and academic achievement. Locale, parental education, income and fathers occupation were positively and significantly related to academic achievement. Family size was inversely related to academic achievement. About 50 percent of rural students had high self-concept; whereas about 22 percent of urban students had high self-concept. There was no difference between boys and girls towards their academic achievement.
Paulin Jayaseeli (2007) made a study on *Parents Education and Sex towards Achievement in Zoology among Higher Secondary Students*. The study belongs to Survey research. The study carry out 278 Students have been selected by stratified random sampling method. The major findings of the study were: i) regarding the learning objectives of knowledge and Understanding, male students scored higher mean value than the female students. ii). There is no significant difference between the mean scores in achievement of zoology, between the learners of both the sex from urban areas.

Devi and Mayuri (2003) made a research on *Family and School Factors that affect the Academic Achievement of Residential School Children Studying IX and X Classes*. The sample consisted of 120 children of Hyderabad city. The investigator developed an interview schedule to study the family factors; Mayuri developed the questionnaire administered to the teachers to study School factors. The result indicated that Girls are superior to Boys. Family factors like Parental aspirations and Socio economic status significantly contributed to Academic Achievement. Thus, the study pointed out that better Socio economic status has better the Academic Achievement.

Shanti and Amal (2002) conducted a study on *Computer Assisted Instruction on Achievement in Science*. The objectives of the study conducted to find out the effect of computer Assisted Instructions (CAI) on achievement in four units in Bio (Zoology) among higher secondary students. The study was an experimental research. The design of the study was the pre-post equivalent group
one. The study used purposive Random sampling, out of the two Government Higher secondary schools in Krishnagiri. One was selected as control group and another in the experimental group. The samples in the control group and another the experimental group was 34 and 31 students respectively. All the students studying in Bio (Zoology) at class XI level were selected as the sample for the study. The findings of the study were CAI students scored significantly higher marks over the control group students.

2.2.2 RELATED STUDIES CONDUCTED ABROAD

a) Emotional Intelligence

Out of the 37 abroad studies identified 8 studies were related to Emotional Intelligence are given below.

Zamir, S. and Hina, Q.A. (2014) explored Personality Type and Emotional Intelligence of Prospective Teachers. The study was designed to explore the Myers-Briggs Type Inventory (MBTI) and emotional intelligence of prospective teachers. The Myers-Briggs Type Inventory (MBTI) and (Schutte et al.’s 1998) emotional intelligence scale were administered to prospective teachers. 120 prospective teachers were selected by using random sampling technique. Statistical package for social sciences (SPSS-X) software was used to analyse the data in this study. Mean, standard deviation, frequency, percentage, standard error mean and alpha coefficient were used. The results show that the group under study possessed high emotional intelligence. The study found
Introversion, Sensing, Thinking, Judging (ISTJ) type as dominating type among prospective teachers.

**Singh, B. And Singh K, (2009)** investigated *The Influence of Emotional Intelligence and Learning Style on Student’s Academic Achievement*. This study explores the influence of emotional intelligence and learning styles on academic achievement of University Technology Mara Sarawak students. A sample size of 500 students at the diploma and bachelor level was selected for the study. The total number of usable questionnaires returned was 389 which gave a response rate of 78 %. Emotional Intelligence Questionnaire (EIQ), an adapted version of the Self-Report Emotional Intelligence Test (SREIT) developed by Schutte et.el (1998), was used in this study to measure emotional intelligence. The learning styles were measured using Learning Style Questionnaire (LSQ) which comprised adapted items from the ‘VARK Learning Styles Inventory’ developed by Neil Fleming (1987). The findings showed significant positive relationship between emotional intelligence and academic achievement and also between learning styles and academic achievement. The level of emotional intelligence of the students was found to be moderate and no dominant learning style was found amongst the students. The study concluded that emotional intelligence and learning styles have a positive impact on students’ academic achievement.

**Hassan, A. Sulaiman, T. and Ishak, R. (2009)** conducted a study on *Philosophy Underlying Emotional Intelligence in Relation to Level of Curiosity and Academic Achievement of Rural Area Students*. The study is conducted to
identify the Emotional intelligence level among school students in rural areas, relationships between emotional intelligence and anxiety as well as emotional intelligence and academic achievement. It involved a sample of 223 form 1 and form 4 students. Process of data collection was administered by using a set of questionnaire which includes a self-report measure of emotional intelligence adapted by using a set of questionnaire which includes a Self-Report of Emotional Intelligence (SSRI) and Beck Anxiety Inventory (BAI). The findings showed that there were significant differences for emotional intelligence level among all students between both genders. Mean score of emotional intelligence within female students appeared to be higher than male students. There were no significant differences for the emotional intelligence level within all students between ages 13 and 16. Pearson correlation analysis showed that emotional intelligence levels of all students were significant negatively in relation to anxiety level. Emotional Intelligence was also significant positively in correlation with academic achievement of all variables including students’ age and gender. Anxiety was also significantly correlated in a negative manner with academic achievement among all students.

Deniz, M. et el. (2009) conducted an investigation of Academic Procrastination, Locus of Control, and Emotional Intelligence. In this research, the effects of emotional intelligence on the academic procrastination and locus of control tendencies of a group of university students are investigated. The sample of this study consists of 435 university students including 273 female students and
162 male students who were randomly selected from the population of Selcuk University students. The age range of the students varies in between 17-21 years old and the mean age is 20.19 years old. A personal information form, the Emotional Intelligence Scale, the Academic Procrastination Scale and the Locus of Control Scale were administered to the sample. Research findings show that the sub-scales of the Emotional Intelligence Scale, adaptability and coping with stress, are highly correlated with the students' academic procrastination tendency scores. Secondly, it was found that the two sub-scales of the Emotional Intelligence Scale, adaptability and general mood, could significantly predict the students' locus of control scores. Lastly, a negative correlation was found between Emotional Intelligence skills and both academic procrastination and locus of control.

Tok, S. and Morali, S.L. (2009) examined Trait Emotional Intelligence, the Big Five Personality Dimensions and Academic success in Physical Education Teacher Candidates. The Predictive ability of the Big Five personality traits and trait emotional intelligence (EI) of physical education (PE) candidates’ academic success was examined. A total of 295 PE teacher candidates aged 23 to 32 completed the Short Form five factor Personality Inventory (Tatar, 2005) and the revised and adopted Schutte Emotional Intelligence Scale (Schutte et el., 1998) at the beginning of the academic year. At the year’s end, participant’s grade point averages (GPA) were matched to their trait EI and personality scores. Pearson product-moment correlations and hierarchical regression were used to analyse data. Academic success as GPA was found to be positively related with Openness
to Experience and Conscientiousness and negatively related with Neuroticism. Additionally, a regression model consisting of the Big Factor personality traits could predict a significant amount of variance in GPA. However, no association was identified between trait EI as measured by the Schutte Emotional Intelligence Scale and GPA. Trait EI also did not make any significant contribution to the predictive ability of the big Five Personality traits.

Alumran, J.I.A. (2008) studied Relationship between Gender, Age, Academic Achievement, Emotional intelligence, and Coping Styles in Bahraini Adolescents. The first aim of the study was to examine gender and age differences in emotional intelligence (EI) and coping styles amongst a sample of Bahraini adolescents. The second aim was to investigate how gender, age, academic achievement and emotional intelligence would explain the variations in the adolescents’ coping styles. Participants were 312 Bahraini adolescents who were randomly selected from intermediate schools, and secondary schools and the University of Bahrain. Participants completed the Bar-On Emotional Quotient Inventory; Youth Version –Short form (EQ-I YV) and the Adolescents’ Copying Styles Scale (ACS) – General Short form. Results showed that gender but not age was significantly associated with both EI and coping styles of Bahraini adolescents. Girls showed higher levels of Interpersonal emotional intelligence and Non-productive coping styles than boys. EI significantly contributed to the variance in all three coping styles including Problem Solving, Reference to Others, and Non- Productive coping styles. Academic Achievement accounted for the
variance in social coping and gender for the variance in the Non-Productive coping.

**Downey, L.A. et al (2008)** Examined *Emotional Intelligence and Scholastic Achievement In Australian Adolescents*. The study examined the relationship between emotional intelligence (EI) and scholastic achievement in Australian adolescents. Two hundred and nine secondary school students (86 males and 123 females) each completed the Adolescent Swinburne University Emotional Intelligence Test (SUEIT) and academic achievement data was collected for all subjects from year seven to eleven. Academic success was found to be associated with higher levels of total EI, via assessment of the EI of different academic levels (80th percentile, 20th percentile, and middle groups). Regression analyses also revealed that dimensions of the Adolescent SUEIT differentially predicted secondary school subject grades: Emotional Management and Control was found to significantly predict Maths ($r^2=0.06$) and Science ($r^2=0.04$); the Understanding Emotions sub-scale significantly predicted scores for Art ($r^2=0.12$) and Geography ($r^2=0.08$). It was concluded that the development of EI may offer educators significant opportunities to improve scholastic performance and emotional competencies.

**Wells, D., Torrie, J., and Prindle, L. (2000)** studied “*Exploring Emotional Intelligence Correlates in Selected Populations of College Students*”. This study examined the role played by Emotional Intelligence on occupational success, seeking to correlate college grades with measures of Emotional Intelligence. The
study, conducted at a Canadian community college, involved two student populations: an adult education group and a group of automotive service technicians in a pre-employment centre. The Bar - On EQ-1 test of Emotional Intelligence was administered to both groups in the winter 2000 term. The test gives scores in five general areas: intrapersonal, interpersonal, adaptability, stress management, and general mode, suggesting that it could yield information that would enhance student development. The adult education group (n=41) was tested at the end of a year of school experience; one group (n=12) of automotive technicians was tested at the end of their first year; the second group (n=9) was tested at the end of the two-year program. While the study results showed some small positive correlations between shop grades in the second year of the program and total scores on the test, the small sample size and the possibility of confounding variables limit the conclusions that can be drawn from this research.

b) Personality Traits

Out of the 37 abroad studies identified 16 are related to Personality Traits are given below.

Hashim N.M.H.N, Alam S.S. and Yusoff N.M (2014) studied the Relationship between Teacher’s Personality, Monitoring, Learning Environment, and Students’ EFL Performance. This study focuses on the influence of teacher-student interpersonal engagements, namely teacher’s personality and monitoring, on EFL student communication proficiency. The purpose of this study is to
explore whether teacher’s characteristics and environmental learning factors influence students’ overall communication proficiency. In addition to conceptualizing the direct impact of domain-specific determinants of communication proficiency, internal classroom conditions and external college facilities were assessed for possible moderating effects. Using a sample of college students in twelve different campus locations from Institute Kemahiran Mara (IKM), across Malaysia, the authors performed a regression analysis to empirically test the proposed research hypotheses. All constructs demonstrated low levels of multi collinearity and measurement scales indicated sufficient reliability and validity. Results show that teacher’s personality is an important determinant of student proficiency in English. Monitoring efforts, however, did not have a direct influence on English proficiency but coupled with teacher’s personality and college facilities, respectively, the coefficient interaction effects became significant. The results also reveal that classroom conditions do not interact with teacher’s personality to improve student learning outcomes, nonetheless acts more predominantly as a predictor that directly enhances students’ learning.

**Ikpi E.E., Enya D.B. and Johnny U.A. (2014)** investigated *The Personality Trait on the Academic Performance of Secondary School Students in Cross River State, Nigeria*. This study investigated the influence of personality traits on academy achievements of secondary school students in Cross River State. The research design used was casual-comparative or ex-post facto. A sample of 8530 SSI students was finally drawn for the study. The instrument adapted for the
The academic achievement scores for senior secondary school one (SS1) were obtained from the schools principals in the different secondary schools. The subjects used were; English language, Mathematics and Biology. The data collected were analyzed using the mean (x) and standard deviation (SD) to answer the research question. The independent sample t-test was used to test the hypothesis in order to determine whether there is a significance difference between the means two independent groups being compared for each trait. A significant difference was found between the achievements of students with high level of conscientiousness and agreeableness, and those with low levels of the traits.

Troncone, A., Drammis, M.L. and Labella, A (2014) studied Personality Traits, Self-Esteem and Academic Achievement in Secondary School Students in Campania, Italy. This study, aimed at verifying whether, and to what extent, personality and self-esteem is significantly linked to the criterion of academic achievement and is able to predict it. The study was carried out on students recruited from the first, second and third years of a secondary school in Campania. Students aged 10 to 14 years were included in the study. Academic achievement was evaluated on the basis of marks obtained by each student in 13 subjects: Italian, history, geography, math, science, technology, English, a second foreign language, art and image, motor science and sport, music, religion and civics. Personality Traits The Big Five Questionnaire Children (BFQ-C) based on FFM
was used to evaluate personality. For the evaluation of students’ self-esteem the Multidimensional Self-Concept Scale (MSCS) was used. Statistical Analysis Comparison of means was made using Student’s t-test. The associations between variables were evaluated by the calculation of Pearson’s correlation coefficient r. The academic results correlated significantly both with personality traits and with some dimensions of self-esteem. Moreover, hierarchical regression analyses brought to light, in particular, the predictive value of openness to experience on academic marks. The results, stressing the multidimensional nature of academic performance, indicate a need to adopt complex approaches for undertaking action addressing students’ difficulties in attaining good academic achievement.

Akomolafe, M.J, (2013) made a research on Personality Characteristics as Predictors of Academic Performance of Secondary School Students. The purpose of this study was to investigate the relationship of personality characteristics to academic performance of secondary school students. The correlation type of descriptive research design was used for the study. Three hundred and ninety eight students constituted the study’s sample. Both the independent and dependent variables were measured with relevant standardized instruments. Two research questions were answered in the study. Findings showed that personality dimensions jointly and relatively predicted academic performance except neuroticism. The findings imply that teachers should construct learning environments that take into consideration students’ individual differences and strengths.
Gao, M. and Liu, Q. (2013) explored Personality Traits of Effective Teachers Represented in the Narratives of American and Chinese Pre-service Teachers: A Cross-Cultural Comparison. This study explored personality traits of effective teachers represented in the narratives of American and Chinese pre-service teachers. Narrative data were collected from 80 American and 75 Chinese teacher candidates. Coding and content analysis of the data generated twelve salient personality traits of effective teachers in America and China, including: adaptability, enthusiasm, fairness, high expectations, good humour, patience, responsibility, agreeableness, caring, friendliness, honesty, and respectfulness.

MANOVAs and ANOVAs revealed that American pre-service teachers attached greater importance to teachers’ adaptability, sense of humour and responsibility while the Chinese attached greater importance to teachers’ patience, agreeableness, caring, and friendliness. Cross-culturally, females show greater concern than males about teacher expectations, while within each culture, American females are more concerned than males about teacher honesty, and Chinese females are more concerned than males about teacher adaptability and respectfulness.

Ghazi, S.R., Shahzada, G. and Ullah, S (2013) attempted a study on Relationship between Students’ Personality Traits and their Academic Achievement in Khyber Pakhtunkhwa, Pakistan, as described in five factor theory. Objectives of the study were: i) to find out different personality traits as described in five factor theory of secondary school students. ii) to identify the relationship
between students different personality traits and their academic achievement iii) to give recommendations to improve the situation and for further research. Descriptive survey design was used for this study. All the secondary school students of Khyber Pakhtunkhwa, Pakistan constituted population of the study. 800 students of 10th class were selected through multistage random sampling method using proportional allocation technique as a sample of the study. A self-developed questionnaire was used as a research instrument. Personally collected data was entered in SPSS-16. Percentage, Mean, Standard Deviation and Pearson Product Moment Correlation were applied as statistical test to achieve the objectives of the study. Results of the study revealed that “conscientiousness” and “agreeableness” personality traits were found high while “extroversion”, “neuroticism” and “openness to experience” personality traits were found low in secondary school students. Overall there was no significant relationship found between the students’ personality traits and their academic achievement.

Vorkapić S.T, (2013) studied Importance of Students’ Personality Traits for Their Future Work with Preschool Children. The aim of this study was to analyse personality traits of future preschool teachers within Big Five personality model: extraversion, neuroticism, consciousness, agreeableness and openness to experience. Besides, the relationship of their personality traits with academic year and the age of students was analysed too. Subjects were 64 students (age range from 19 to 23 years) enrolled at early and Preschool Care and Education study programme at Faculty of Teacher Education in Rijeka. Higher levels of
extraversion, agreeableness and openness to experience and lower levels of neuroticism were determined. There was no significant correlation between students’ generation and age with personality traits. This finding was in favour of the future vocation has been chosen in relation to the existing personality traits.

Aaron M. and Eakman, M.K, (2012) conducted study on The Relative Impact of Personality Traits, Meaningful Occupation and Occupation Value on Meaning in Life and Life Satisfaction. The present study explored how personality traits are related to meaningful occupation and occupational value (two complementary perspectives on occupational experience) and to well-being. In a sample of 224 undergraduate and graduate students from a Mountain-West university in the USA, measures of the Big Five personality traits, life satisfaction and meaning in life were evaluated in relation to the Engagement in Meaningful Activities Survey (EMAS) and the Occupational Value Assessment with Predefined Items (OVal-pd). This study demonstrated that personality variables help to explain variance within the EMAS and OVal-pd, and measures of well-being. However, meaningful occupation and occupational value were the single most significant variables explaining life satisfaction and meaning in life in their respective regression models. The findings of this study add to the knowledge base of occupational science by showing that personality traits likely influence, but do not define, perceptions of meaningful occupation and occupational value; and occupational meaning and occupational value are useful constructs for exploring the influence of occupation upon personal well-being.
Raveendran, T., Raveeswaran, M. and Ananthasayana S (2011) studied the Impact of Personality Traits on the Academic Success of University Undergraduates: A Case Study of University of Jaffna Using Big Five Personality Traits Theory. The objective of this study was to identify the impact of big-five personality traits of the higher education students on their academic success. The problem focused in this study was that whether big-five personality traits can predict academic success of the students in the University of Jaffna. Big-five traits include extrovertedness, conscientiousness, openness, agreeableness and neuroticism. The two factors focused on measuring academic success were academic performance (GPA) and academic abilities (speaking, reading and writing, time management and IT skills). 172 undergraduate students from the Faculty of Management Studies and Commerce and Faculty of Arts, University of Jaffna were randomly selected as the sample. The sample consists of 83 males and 89 females. Primary data were gathered using well-developed questionnaires. Correlation and Multiple regression analyses were used to analyze the data. Results revealed that extrovertedness, conscientiousness and openness were positively associated with students’ academic performance while neuroticism and agreeableness were negatively associated with academic performance. There is no significant relationship between big-five traits and academic abilities.

Nedelcea, C (2010) made a study on Personality characteristics of teachers in Romanian special education schools. The study focuses on the exploration of personality structure and emotional quotient of teachers from
Romanian special education system. The research group consisted in 61 teachers, assessed using psychometric instruments: Emotional Quotient Inventory (Bar-On, 2004) - Eqi and Nonverbal Personality Questionnaire (Paunonen, Jackson & Ashton, 2004) - NPQ. Their scores were compared with the mean scores obtained in the normative samples. The analysis indicated that 25 of the 45 constructs measured differ significantly between the two groups. Teachers seem to display a generally higher level of the Emotional Quotient, obtaining higher scores at scales measuring Interpersonal factor, Social responsibility, Problem Solving, Optimism, Positive image and General mood. As general Emotional Quotient indicates the level of efficiency in emotional and social functioning, the level of non-cognitive abilities used successfully in adaptation to environment requirements, the results obtained suggest that the group of teachers has a better social and emotional adaption than normal population. Analysis on NPQ scores indicated that the teachers has a pretty personality profile than normal individuals, being more Introverted, less Exhibitive and less Thrill seeking. They seem to have a lower Endurance and to be less Play oriented than normal population. Other score differences indicate that teachers are less Neurotic, more Agreeable and more Conscious than normal people. Scales as Aggression, Social recognition, Impulsivity, Succorance, Understanding and Deviance had lower scores and scales as Affiliation, Order, Sentience and Nurturance had higher scores.

Zhang, L. (2010) investigated Thinking Styles and the Big Five Personality Traits. The purpose of the present study was to investigate the relationship
between Thinking styles and the big Five personality traits. One-hundred-and-Fifty-four (mean age 20 years) second-year university students from Hong Kong participated in the study. Participants responded to the Thinking Styles Inventory based on Sternberg’s theory of mental self-government and to the Neo Five-Factor Inventory (Neo-Ffi, Costa & Mccare, 1992). Neuroticism is significantly and positively correlated with the executive and conservative thinking styles. Secondly, Extraversion has a significantly positive relationship with the external thinking style. Thirdly, Openness is significantly and positively related to the legislative, judicial and liberal thinking styles, but significantly and negatively related to the conservative thinking style. Fourthly, Agreeableness has a significantly positive relationship with the external thinking style, but has a significantly negative relationship with the liberal and internal thinking styles. Finally, Conscientiousness is significantly and positively correlated with the hierarchical thinking style. The high Neuroticism group scored significantly higher on the local and conservative thinking styles than did the low Neuroticism group. Secondly, the high Extraversion group scored significantly higher on the external thinking style than did the low Extraversion group. Thirdly, the high Openness group scored significantly higher on the legislative and judicial thinking styles than did the low Openness group. Lastly, the high Conscientiousness group scored significantly higher on the hierarchical thinking style than did the low Conscientiousness group.
Chunlei, L., and Xiaojian, X. (2009) examined *The effect of student teaching experience on selected personality traits in physical education: physical education*. This study examines changes in selected personality traits of fifty-three physical education student teachers over the course of a student teaching semester. The personality traits measured included anxiety, concentration, confidence, mental preparation, motivation, and cooperation. An adapted Psychological Skills Inventory for Sport (PSIS) questionnaire was administered before (PRE), at mid-term (MID), and immediately after (POST) a student teaching period. Three paired Hotelling's T-square tests and their post-hoc tests were used to determine whether changes occurred in selected personality traits over time (PRE, MID, and POST). The findings include: (1) there are significant changes in anxiety, concentration, and confidence from PRE to MID and from PRE to POST; (2) the significant changes in mental preparation occur only for a longer period of time, e.g. between PRE and POST; (3) There are no significant changes among all these personality traits between MID and POST; and (4) No significant changes were found for motivation and cooperation in any time period.

Patrick, C.L. (2009) examined *Student evaluations of teaching: effects of the Big Five personality traits, grades and the validity hypothesis*. The purpose of the study was to examine whether the Big Five personality traits and expected student grades relate to student evaluations of teachers and courses at the college level. Participants were 176 students from seven general education courses (both upper and lower division) and 34 majors at a small Midwestern university.
Students filled out two copies of John, Donahue, and Kentle’s (1991) Big Five Inventory (BFI), assessing their own personality traits. Extraversion, openness, agreeableness and conscientiousness were found to be personality traits favoured in instructors, whereas neuroticism was not. A significant correlation was found between the students’ expected grades in the course and student evaluations of the course, but not the evaluations of the instructor. When the effect of students’ perceived amount of learning was taken into account, no significant effect of grades was found on teacher ratings. Personality explained variance in teacher and course evaluations over and above grades and perceived learning.

**Ruston, S., Morgan, J. and Richard, M. (2007)** reported *A study on Teacher’s Myers-Briggs personality profiles: Identifying effective teacher personality traits*. The Myers-Briggs Type Inventory (Mbti) And Beiderman Risk taking (BRT) scale were administered to 58 prestigious group of teachers living in the state of Florida, USA. Descriptive data includes frequency and percentage of response for each Type Indicator and for each combination of Type Indicators. In this study, majority of participants were considered moderate risk takers, who sought novel and creative ways to achieve their goals, but who also attempted to minimise risks. When MBTI results for teachers were compared to the sample of teachers were significantly different from two comparison group of elementary school teachers (N=804,189). Significant differences occurred with the Extraversion, Intuition, Feeling and Perceiving (ENFP) and the Extraversion, Intuition, Feeling and Judging (ENPF) combined profile types. Additionally, the
significant results occurring for the combined ENPF type contradicts the typical Introversion, Sensing Feeling and Judging (ISFJ) type as reported in other research characteristic of other American elementary educators.

Chowdhury M., (2006) investigated Students’ Personality Traits and Academic Performance: A Five-Factor Model Perspective. Objectives of the Study were: i) to investigate the relationship between Five Factor Model of Personality (FFM) and students’ performance in an introductory marketing course ii) to examine which specific personality traits predict marketing students’ performance in their introductory marketing courses. Extraversion was positively related (r = .140) but not statistically significant. Openness (r = .279) and Neuroticism (r = .341) were positively related to students’ academic achievement and were more important predictors of overall grade of the students than agreeableness (r = .245) and conscientiousness (.237). A sample of 130 students was selected from an introductory marketing course. Of these individuals, 44% were males and 56% were females. The personality inventory questionnaire of Buchanan (2001) based on Five-Factor Modality (FFM) was used to collect the data. Pearson correlations and multiple regressions were used to analyse the data. Demographic information such as age, gender was collected, as well as final numeric student grades in the course at the end of the 2001-2002 academic year. According to the findings, all personality traits except extraversion were found to be significantly correlated to students’ academic achievement.

General Intelligence, Big Five personality traits, and the construct Work Drive were studied in relation to two measures of collegiate academic performance: a single course grade received by undergraduate students in an introductory psychology course, and self-reported GPA. General Intelligence and Work Drive were found to be significantly positively related to both course grade and GPA, while one Big Five trait (Emotional Stability) was related to course grade only. Hierarchical multiple regression analysis revealed the incremental validity of Work Drive beyond Emotional Stability and over and above general Intelligence. Work Drive accounted for 7% and 14% of unique course grade and GPA variance, respectively, when Emotional Stability was entered last; and Work Drive accounted for 6% and 13% of unique course grade and GPA variance, respectively, when Work Drive was entered last. In both cases, Emotional Stability did not provide significant unique variance. Findings are presented and discussed in the context of examining how cognitive and non-cognitive variables predict academic performance, and in terms of implications for using course grade versus GPA as a criterion for collegiate academic performance.

**c) Studies conducted on Academic Achievement**

Out of identified 37 abroad studies, 13 were related to Academic Achievement are given below.
Ruey Shieh, Wheijen Chang and Eric Zhi-Fengliv (2011) conducted a study on Technology Enabled Active Learning (TEAL) in Introductory Physics: Impact on Gender and Achievement Levels. This study explored the impact of technology enabled active learning (TEAL) on students learning general Physics, focusing on differences between genders and among various achievement levels. A quasi-experimental investigation was conducted in this study. Data sources consisted of Pre-tests, Post-tests, self-Report Surveys, Class Observation and Interview data. The statistical Techniques used in this study were Mean, Standard Deviation and ‘t’ test . The findings of this study indicate that the learning gain achieved by the experimental group was 11% higher than that achieved by the control group in the first semester, though the margin decreased to 1% in the second semester. In the situation of the low achievement level, there was no significant difference found in the learning gain achieved by the two groups in the second semester. The qualitative data revealed that student-academic performances were disclosed to be associated with the following factors: the instructor’s teaching styles and instructional skills, the students’ prior knowledge, their study habits and the cohort atmosphere, that is, implementation of the innovative tool alone might not be sufficient to significantly improve student performance. Nonetheless, the interactive, collaborative instructional approach sensed to appeal to females more than it did to males, disclosing the potential of TEAL in narrowing the learning gap between genders.
Asikhia (2010) studied the *Perception of Students and Teachers on the Causes of Poor Academic Performance among Secondary School Students in Ogun State, Nigeria.* Survey method was followed in this study. Subjects for the study are 135 Students and 50 teachers randomly drawn from Five Secondary Schools Ogun State. Questionnaire is used to collect relevant data for the study. Percentages and chi-square are used to analyse the research questions. Responses of teachers showed that teachers’ qualification and Students environment do not influence Students’ poor performance but Teachers methods of teaching influence poor academic performance. Students’ response on the other hand showed that while Teachers qualification and Students environment influence Students poor performance, Teachers’ method of teaching and learning materials does not. The implication of these findings for Secondary School guidance counsellors interested in counselling adolescents for good academic performance is also discussed.

Chunmei Xiao, Ping Yu and Lizhou Yan (2009) conducted a study on *Influences on Affect and Achievement: High School Students’ Epistemological Beliefs about Mathematics.* Survey method was followed in this study. In this study they identified Chinese High School Students’ (n=585) Mathematics belief by exploring the use of a 22-Item questionnaire with four dimensions and also analyzed possible significant differences in beliefs related to grade (three years of Senior Middle School) and Sex, as well as the relationship between beliefs and affect along with Achievement in Mathematics. Results showed differences for three dimensions (knowledge structure; learning ability; learning style) statistically
significant related to grade and no difference related to Gender. It also emerged that the four dimensions predicted Positive Feelings, Negative Feelings and Achievement in Mathematics to different extents.

Meryem Nur Aydede and Faith Matyar (2009) made a research on the Effect of Active Learning Approach in Science Teaching on Cognitive level of Student Achievement. The purpose of this study is to investigate the effectiveness of active learning approach in science teaching on cognitive level of student achievement and determine the ideas of students about active learning approach. The study is organized according to a quasi-experimental design. In the study, active learning approach was used in the experimental group and a teacher centered traditional instruction was used in the control group. The sample consisted of 51 students from sixth grade students from a public school in Seyhan, Adana. Among the sixth grade classes, two classes having equal performance on pre-test results were chosen. Students were randomly assigned by classes to the experimental group (n=24) and to the control group (n=270) in order to determine student’s cognitive level of achievement in science education, a ‘science course achievement test’ developed by Aydede (2006) was applied before and after application as a pre and post-tests. In the research interviews was used to find out the opinions of the experimental group students about active learning approach at the end of the research, variance analysis with two factors technique was used to determine whether there was any difference between the pre test and post test-points of experimental group and control group in terms of science course
achievement test. For the analysis of the data, SPSS computer programme was used. Content analysis was used to analyze the student’s interviews.

According to the results of t-test analyses of “science course achievement test” questionnaire showed that there was a significant difference between the experimental group (M=22.04, SD=7.65) and the control group (M=17.92, SD=8.85), t(51)=2.17, p=.35. Thus it is concluded that the use of active learning approach in science course affected cognitive level of students’ achievement meaningfully. The results of variance analysis with two factor technique showed that scores of students’ science course achievement post test didn’t have significant differences (p>.05) in terms of genders. Analysis of the qualitative data showed that experimental group students had positive opinions for active learning approach after the instruction.

Orhan Akinoglu and Ruhan Ozkardes Tandogan (2007) conducted a study on the Effects of Problem- Based Active Learning in Science Education on Students Academic Achievement, Attitude and Concept Learning. The objective of the study was to find out the level of the effects of problem- based active learning in science education on students academic achievement, attitude and concept learning. In the study both qualitative and quantitative research methods were utilized. Quantitative data were obtained via the pre/post test treatment control groups test model. Qualitative data were obtained via document analysis. The research study was conducted on 50, 7th grade students in 2004-2005 school years in a public school in Istanbul. The treatment, process took 30 class hours in total.
In this research three measurement instruments were used, an achievement test, open-ended questions, and an attitude scale for science education. The reliability co-efficient of the achievement test was calculated to be kr20=0.78. Cronbach x value of the attitude scale was 0.89. While the subject matters were taught on the basis of problem-based active learning in the treatment group, traditional teaching methods were employed in the control group. In the face of the data collected and the evaluations made in the research, it was determined that the implementation of problem-based active learning model had positively affected students’ academic achievement and their attitudes towards the science course. It was also found that the application of problem-based active learning model affects students’ conceptual development positively and keeps their misconceptions at the lowest level.

Joan Guardia (2006) studied the *Factors Related to the Academic Performance of Students in the Statistics Course in Psychology*. The paper attempts to determine the Factors that Affect Student Performance in this Subject by undertaking an analysis of a Structural Equation Model and determining its stability over time. In order to accomplish the objective, he worked with two samples of Students enrolled Statistic Classes. The first group comprised Students enrolled in the Academic year 2000-2001, while the second comprised 287 Students enrolled in the Academic year 2001-2002. By administering a questionnaire, they obtained information concerning such variables as Demographic Data, Previous Academic Record, Information Related to the
Subject and the Degree of Satisfaction with it, and the final mark obtained by the Students in the Subject. The parameters for each group of Students were estimated separately and the goodness of Fit of the proposed structural model was assessed. The data analysis showed a Good Fit Academic Years under consideration.

**Drago Judy (2004)** studied the *Relationship between Emotional Intelligence and Academic Achievement among Non - Traditional College Students* observed that Emotional Intelligence is significantly related to Student’s Grade Point Average Scores, students’ Cognitive Ability Scores, and students Age. Additionally, student’s Anxiety was related to certain Emotional Intelligence Abilities. Survey method was followed in this study. No significant relation however was found between Emotional Intelligence and achievement motivation.

**Gakhar and Aseema (2004)** are carried out to assess the *Influence of Self-Concept Stress; Locality and Gender on the Academic Achievement and Reasoning Ability*. The sample consisted of 769 Male and Female adolescents by employing a “3 2” three factor factorial Design. The data is collected with the help of self concept Stress Scale (Bisht,1978) and Reasoning Ability Test (Dubey,1998). Annual marks attained by the individual in last year examination are treated as Academic Achievement than urban ones and interaction also existed between sex and area while affecting Academic Achievement. In addition to it self-concept Stress and locality both affects the reasoning ability.
Buddington, Steve (2002) conducted a study on *Acculturation, Psychological Adjustment and the Academic Achievement of Jamaican Immigrant College Students*. Survey method was followed in this study. The findings of this study revealed that students who experienced less stress achieved High Academic standards. Relationship between study variables and the socio demographic variables indicated that discrimination against immigrants of colour affected their psychological well being and Academic Achievement.

Ghaith (2002) did his research article reports on *an investigation into the relationship between cooperative learning, perceptions of classroom social support, feelings of alienation from school and the academic achievement of university bound learners of English-as-a foreign language (EFL)*. Survey method was followed in this study. 135 students participated in this study and they completed a modified version of the Classroom Life Measure [Johnson and Johnson, *journal of Social Psychology* 120 (1983) and their responses were correlated with their academic achievement whereas the analysis of the data revealed that cooperative learning and the degree of academic support provided by teachers are positively correlated with achievement, learners’ feelings of alienation from school were found to be negatively correlated with achievement. Likewise, the analysis revealed that cooperative learning is positively correlated with the perceived degrees of academic and personal support provided by teachers and peers, but not correlated with the feelings of alienation from school.
The results are discussed in light of previous research and with reference to the cultural context of the study. Social support is one of the most important aspects of classroom climate that may influence learners’ academic achievement, physical and psychological health and constructive management of stress. A basic premise in this regard is that the availability of people (teachers and peers) on whom learners can relay for assistance to achieve goals (academic support) and for liking and caring (personal support) is critical for academic productivity and psychological adjustment (Johnson and Johnson, 1994). This is because classroom social support defined as the provision of informational, appraisal and emotional aid is most often a reciprocal process among learners. As such, mutual benefits are maximized as learners work together to complete common tasks in a support and stress-reduced classroom climate.

**Acosta Esther (2001)** investigated on *the Relationship between School Climate, Academic Self Concept and Academic Achievement among Elementary Students*. The objective of the study was to find out the level of relationship between, school climate, academic self concept and Academic Achievement. Survey method was followed in this study. Size of the sample in this study is 581. Different statistical techniques were used to analyze the data. The predictors explained 18% of the variance in Academic Achievement although only the variance explained by Academic Self Concept was statistically significant. School Climate and academic Self-Concept influence students’ perception of themselves as learners as well as their Academic Achievement.
Bennett and Janita Morre (2001) investigated on the Relationship between Class Room Climate and Student Achievement on a Sixth Grade Students in Texan City Schools. Size of the sample in this study is 262. Survey method was followed in this study. The objective of the study was to find out the level of relationship between class room climate and student Achievement. Different statistical techniques were used to analyze the data. The results revealed the classroom climate indicators combined together could explain only 10.5% of the variance in student Achievement. There is significant relationship between the climate factors of friction and difficulty when compare to student Achievement.

Borbora and Rupa Das (2001) investigated on the Influence of Parental Literacy on the Academic Achievement of Children belonging to the Background Classes in Sonapur. Survey method was followed in this study. The objective of the study was to find out the level of Influence of parental literacy on the Academic Achievement of children belonging to the background classes. Children belonging to the background classes were selected as the sample. Different statistical techniques were used to analyze the data. The major findings of the study were Children of literate parents showed better Academic Achievement than the children of illiterate parents. Parent’s illiteracy and lack of facilities were found to be the causes behind low Academic Achievement. Literate parents of backward classes were found highly aware of their children’s education.
2.3 ANALOGY

The investigator identified 114 studies related to the study out of which 77 studies conducted in India and 37 studies abroad. When they were analysed according to Emotional Intelligence, Personality Traits and Academic Achievement, it was found that 47 studies related to Emotional Intelligence, out of which 39 were conducted in India and 8 abroad. Among the 28 studies related to Personality Traits 12 were conducted in India and 16 abroad. Regarding the 39 Academic Achievement related studies 26 studies conducted in India and 13 abroad.

Majority of the above studies belonged to Survey Research Method. In most of the studies random sampling technique and stratified random technique were adopted in the collection of the data. The size of the sample selected by the studies was ranging from 36 to 8530. In majority of the studies, standardised Questionnaires and Inventories were used to assess the Emotional Intelligence and Personality Traits of the samples. In most of the studies Academic Achievement Test developed by the investigators were used to collect the details and some studies the previous year final examination marks were taken as the measure of academic achievement. The statistical techniques used in the studies were Mean, Standard Deviation, percentiles, ‘t’ test, Co-efficient Correlation, ANOVA, Analysis of Covariance (ANCOVA), MANOVA, Factor analysis, Skewness and Regression Analysis.

The studies of Bhat, N. M. (2014), Mary M.I. and Annaraja, P. (2014) and Indu, H. (2009) revealed that most of the Prospective Teachers’ Emotional Intelligence was under moderate category but the findings of Tyagi, S.K. (2004) showed that the level of Emotional Intelligence of secondary teachers was
extremely low. The findings of Senthil, B and Sarah, M. (2012), showed that University students had high Emotional Intelligence compared to college students. The findings of Gaurav singh and Girijeshkumar (2009) stated that English medium secondary school teachers have overall score higher on emotional intelligence than Hindi medium secondary school teachers.

The researches of Chamundeswari, S. (2013) Kanakavalli (2012), Selvakumar, D.J., Arumugarajan, R. (2010), Mahmood Alam (2010) Sridevi, K.V. and Lisha Praveen (2008) and Ajaykumar and Bhimrao Patil (2006) concluded that a positive significant correlation between emotional intelligence and academic achievement. The study conducted by Usha, P. and Rekha (2009) revealed that there was low but slight positive correlation between emotional competence and achievement but the findings of Dubey, R. (2008) showed there was no relationship between Emotional Intelligence and achievement. The assessment of Srinivasalu, B. and Reddy, B.S.K. (2012) found that Emotional Intelligence had significant impact on teacher effectiveness. Gakhar, S.C., Seema Chopra and Sukhwinder Singh (2009) stated that high creative adolescents are found to be higher on emotional intelligence level than their counterparts. Rhoda S. David and Ruma Roy (2010) revealed that emotional intelligence is one of the factors moderately influencing Teacher Competency. The findings of Gupta, R.P. (2014) showed that Emotional Intelligence did not significantly contribute to the social and academic success of the adolescents. Bharti, R. (2013) revealed that High Emotional Intelligent student-teachers are
higher on achievement stress than low Emotional Intelligent student-teachers. 

**Agarwal, M. (2006)** pointed out that the deprivation and academic anxiety are positively correlated in case of more emotionally intelligent girls compared to low emotionally intelligent girls.

The studies of **Kumar, S.V.K. (2011)**, **Matliwala, K. (2011)**, **Umadevi, M.R. (2009)** and **Dubey, R. (2008)**, revealed that there was no significant discipline wise difference on Emotional Intelligence among Higher Secondary School students but **Kajaldevi Manhas (2006)** indicated that adolescents of science stream was higher emotional intelligence as compared to the adolescents studying in art stream.

The findings of the study conducted by **Indu, H. (2009)** revealed that the type of institutions did not contribute to the Emotional Intelligence of teacher trainees. **Sambit K Padhi and Jyothi Verma (2011)** teachers working in secondary schools do not differ significantly in their variables like teacher effectiveness, emotional intelligence and life satisfaction with respect to type of school management. **Darsana, M. (2007)** stated that there was significant difference between government and private school students in their emotional perception, emotional facilitation of thought and emotional intelligence, but there was no significant difference between government and private school students in their emotional understanding and emotional management. **The study of Amirtha, M and Kathiravan, S (2006)** revealed that Teachers working in private schools have more impulse control, emotional self-awareness and flexibility skills
but the teachers working in government schools have an inclination for intuitive dimension.

The research conducted by Hassan, A. Sulaiman, T. and Ishak, R. (2009) found Emotional Intelligence was also significant positively in correlation with academic achievement of all variables including students’ age and gender. Deniz, M. et. el. (2009) conducted an investigation of Academic Procrastination, Locus of Control, and Emotional Intelligence. Research findings showed that negative correlation was found between Emotional Intelligence skills and both academic procrastination and locus of control. Tok, S. and Morali, S.L. (2009) examined Trait Emotional Intelligence, the Big Five Personality Dimensions and Academic success in Physical Education Teacher Candidates. Academic success as GPA was found to be positively related with Openness to Experience and Conscientiousness and negatively related with Neuroticism. However, no association was identified between trait Emotional Intelligence and Grade Point Average. Trait EI also did not make any significant contribution to the predictive ability of the big Five Personality traits.

Examined *Emotional Intelligence and Scholastic Achievement in Australian Adolescents*. Findings showed that academic success was found to be associated with higher levels of total EI. It was concluded that the development of EI may offer educators significant opportunities to improve scholastic performance and emotional competencies.

**Zamir, S. and Hina, Q.A. (2014)** explored Personality Type and Emotional Intelligence of Prospective Teachers. The results showed that the Prospective Teachers were possessed with high emotional intelligence. The study found Introversion, Sensing, Thinking, Judging (ISTJ) type as dominating type among prospective teachers. **Singh, B. and Singh, K. (2009)** investigated the Influence of Emotional Intelligence and Learning Style on Student’s Academic Achievement. The findings showed significant positive relationship between emotional intelligence and academic achievement. The level of emotional intelligence of the students was found to be moderate. The study concluded that emotional intelligence and learning styles have a positive impact on students’ academic achievement.

Regarding the studies related Personality Traits, the study made by **Mahida, J.R. (2011)** showed that in the Personality variables like Difference, Order, Interception, Succorance and Endurance, girls were rated higher than the boys in the Personality of the students studying in the std. VIII and IX in the secondary schools of Ahmedabad city, whereas other variables do not have significant difference. The finding of the study **Khan, M. A. and Yaseen, U. M.**
brought out the significant mean difference between male and female elementary level teachers on various personality factors. Male teachers are found assertive enthusiastic, bold, tough minded open, self assured, experimenting and uncontrolled, while female teachers are found humble, sober, shy, tender minded, shrewd, apprehensive, conservative and controlled. **Amirtha, M. and Kathiravan, S. (2006)** revealed that female teachers have better impulse control and problem solving skills, while male teachers have more preference for thinking whereas female teachers have more preference for feeling dimension of personality. Male teachers have more preference for thinking whereas female teachers have more preference for feeling dimension of personality. Similarly, teachers working in private schools have more impulse control, emotional self-awareness and flexibility skills. Teachers working in government schools have an inclination for intuitive dimension. **Annaraja, P and Joseph, N. M. (2007)** stated that there was no significant difference and between male and female teacher trainees in their interpersonal and stress coping ability.

The study conducted by **Arundathi (2014)** revealed that there was no significant difference between the achievement of girls studying in different types of institutions with regard to their personality traits intelligence and relaxed nature. **Gakhar, S.C., Seema Chopra and Sukhwinder Singh (2009)** revealed that the high creative adolescents were more motivated, expressive, productive and more initiative taking than the low creative adolescents and the high creative boys are
extrovert, more fluent, more motivated and quick in action which helps them to develop the qualities such as self motivation, self development and commitment.

Kumar, G. N. S. (2009) stated that there were no significant differences in personality traits among the higher secondary school students with regard to background variables such as group, school nature and educational district but significant difference is found in the personality trait self-esteem among the higher secondary school students with regard to group of study and educational district. The study conducted by Mehta, M (2010) revealed that that the Personality traits need-achievement, need-dominance, need nurturance and need endurance are positively and significantly related to students’ academic achievement while needs Succorance, Affiliation, Abasement and Aggression are significantly but negatively related to academic achievement. The findings of the study conducted by Kaur, B and Panchu, N. (2014) stated that there existed a significant relationship between personality traits of adolescents and their academic achievement.

Ravi, V. (2008) found out in his study that the students improved their academic performance due to the training to the parents. Upadhyaya, P. (2006) stated that the fifteen personality traits are not different in case of student teachers with high and low emotional intelligence. Chowdhury M., (2006) investigated Students’ Personality Traits and Academic Performance: A Five-Factor Model Perspective. According to the findings, all personality traits except extraversion were found to be significantly correlated to students’ academic achievement.
Hashim N.M.H.N, Alam S.S. and Yusoff N.M (2014) studied the Relationship between Teacher’s Personality, Monitoring, Learning Environment, and Students’ EFL Performance. Results showed that teacher's personality is an important determinant of student proficiency in English. Ikpi E.E., Enya D.B. and Johnny U.A (2014) investigated The Personality Trait on the Academic Performance of Secondary School Students in Cross River State, Nigeria. A significant difference was found between the achievements of students with high level of conscientiousness and agreeableness. Troncone, A., Drammis, M.L. And Labella, A (2014) studied Personality Traits, Self-Esteem and Academic Achievement in Secondary School Students in Campania, Italy. The academic results correlated significantly both with personality traits and with some dimensions of self-esteem. Akomolafe, M.J. (2013) made a research on Personality Characteristics as Predictors of Academic Performance of Secondary School Students. Findings showed that personality dimensions jointly and relatively predicted academic performance except neuroticism. The findings imply that teachers should construct learning environments that take into consideration students’ individual differences and strengths.

Gao, M. And Liu, Q. (2013) explored Personality Traits of Effective Teachers Represented in the Narratives of American and Chinese Pre-service Teachers: A Cross-Cultural Comparison. This study revealed that American pre-service teachers attached greater importance to teachers’ adaptability, sense of humour and responsibility while the Chinese attached greater importance to
teachers’ patience, agreeableness, caring, and friendliness. Cross-culturally, females show greater concern than males about teacher expectations, while within each culture, American females are more concerned than males about teacher honesty, and Chinese females are more concerned than males about teacher adaptability and respectfulness. Ghazi, S.R., Shahzada, G. and Ullah, S (2013) attempted a study on Relationship between Students’ Personality Traits and their Academic Achievement in Khyber Pakhtunkhwa, Pakistan, as described in five factor theory. Results of the study revealed that overall there was no significant relationship found between the students’ personality traits and their academic achievement.

Vorkapić S.T, (2013) studied Importance of Students’ Personality Traits for Their Future Work with Preschool Children. The study showed that there was no significant correlation between students’ generation and age with personality traits. Raveendran, T., Raveeswaran, M. And Ananthasayana, S. (2011) studied the Impact of Personality Traits on the Academic Success of University Undergraduates: A Case Study of University of Jaffna Using Big Five Personality Traits Theory. Results revealed that extroversion, conscientiousness and openness were positively associated with students’ academic performance while neuroticism and agreeableness were negatively associated with academic performance. There was no significant relationship between big-five traits and academic abilities. Ridgell, S.D and Lounsbury, J.W. (2004) studied Predicting Academic Success: General Intelligence Big Five” Personality and work Drive. General Intelligence
and Work Drive were found to be significantly positively related to both course grade and GPA, while one Big Five trait (Emotional Stability) was related to course grade only.


Beiya Babu (2012) conducted a study on *Influence of Value Orientation and Creativity Ability on the Academic Achievement of Teacher Trainees in Colleges of Education Affiliated to Kerala University* revealed that Arts optional teacher trainees were found better in their academic achievement than the science
optional teacher trainees but the result of Kanakavalli (2012) showed that the students studying in Science group had higher level of Academic Achievement than the arts group students. The study conducted by Baskaran (2011) showed Scholastic Achievement scores of both Arts and Science degree student–teachers are similar.

The study conducted by Mozhiyarasi (2013) indicated that the score on achievement of students whose parental educational qualification illiterate, Degree and above were better than whose parental educational qualification XII. The research made by Mirunalini, Gopal and Anandan (2012) revealed that there was no significant difference on Gain Scores of the Mean Achievements with Parental Income. Sadanantham and Lourdusamy (2010) findings reveal that there was no significant association between education of the parents of higher secondary students and their academic involvement but the findings of Nuthanap (2007) that that there was positive and significant relation between academic achievement and parental education and significantly related to academic achievement. The study conducted by Baskaran (2011) revealed that Scholastic Achievement scores of both married and unmarried student–teachers are similar.

Anbuchelvan (2008) conducted a study on Efficacy of Total Quality Management on Academic Achievement among the Teacher Trainees. The result revealed that there was a significant difference between the Academic Achievement scores of Government, Aided and Self – financed TTI Students, the findings revealed the Government institute students had better Academic
achievement than Aided and Self-financed TTI Students. The studies conducted by Chandra (2013) and Mozhiyarasi (2013) revealed that Aided School Students had significantly higher level of Achievements than the Government School Students. The study conducted by Praveen Dhar (2012) and Josephine (2007) showed that Government and Private school students had similar level towards achievement but the study conducted by Jai Singh (2011) revealed Private school students had similar level of academic achievement. The research conducted by Sadanantham and Lourdusamy (2010) revealed that there was no significant association between parental education of students and their academic involvement.

On the review of the above research studies, the investigator got an idea on the previous studies conducted regarding Emotional Intelligence, Personality Traits and Academic Achievement. The reviews helped the investigator from the theoretical background of the study and the methodical point of view. In addition to that the studies helped the investigator pertaining to the objectives of the study, different sampling techniques, tools available, development of tools, data gathering techniques, Statistical techniques to be followed, processes of data and the findings arrived in the researchers conducted by the predecessors. The analysis paved way for the investigator to proceed the research successfully without any repetition or duplication.

The Methodology of the present study is reported in the following chapter.