CHAPTER -II

REVIEW OF THE RELATED LITERATURE

The proceeding pages contain the matter related to origin of the problem, statements of the problem, objectives, hypotheses and delimitations of the study. Now it seems relevant to discuss the research studies similar to present one. This will enable the researcher in as certain the method, tools and the statistical techniques for the study. It will also serve as a guide and avoid duplicacy of the work. Therefore, the researcher carried a survey of the research studies, conducted in India and abroad on the topic similar to the topic of the present study. The studies reviewed have been put into four categories, namely, studies related to personality factors, studies related to academic performance studies related to Socio-economic status and studies related to teaching skills.

STUDIES RELATED TO PERSONALITY:

Studying students personal problems, Franz (1926) came to the conclusions that physical defects, attitudes of self-pity, over-confidence, and inferiority, parental misunderstanding, excessive social demands, and lack of satisfying social contacts were among the common and controllable factors active in student maladjustment.

Goodstein, Crites and Heilbrum (1963) worked out the personality correlates of academic adjustment. Results indicated that (i) personality contributes to college achievement but in a general
rather than specific way; (ii) no identifiable pattern of personality characteristics were consistently relate to success in college other than a tendency for more intellectually oriented males to obtain higher grades; (iii) there was some indication that personality is quite closely associated with achievement in the middle ranges of ability.

Mason, Adams and Blood (1968) studied the personality characteristics of bright college freshmen. On the Allport-Vernon Lindsey Study of Values, bright students tested at a state college were lower in economic values and higher in esthetic values than a local norm group. However, these same bright students responded to the Adjective Check List with lower scores for defensiveness, self-control, personal adjustment, nurturance, affiliation and deference but were higher on autonomy and total number of adjectives checked than the local norm group. The bright, students appeared to be more independent and less well adjusted.

Brown (1970) conducted a comparative study of personality traits of university athletes and non-athletes. The investigation concluded that (i) the versity skiers tended to have greater inner stability and did not appear to need encouragement, sympathy, understanding, affection or encouragement from other people to the same degree that the versity wrestlers, versity swimmers and collegiate non-athletes did in this study; (ii) evidence indicated that the versity swimmers in general would be more likely to date members of
the opposite sex, engage in mixed social activities, to love a member of the opposite sex, and to become more sexually excited than the collegiate non-athlete group; (iii) the varsity wrestlers were generally more structured; less adventurous more rigid, more content with the status quo than all the other population groups studies; (iv) generally on the other variables, with the exceptions of intraception, autonomy and nurturance, the groups had similar mean scores and profile patterns.

Comparing selected personality characteristics of Engineering, Law, Medical and Teaching faculties Pal (1970) found that the intellectual level of Engineering students was found to be superior to and significantly different from Law, Medical and Teacher-Training students. Between Law and Medical students and teacher trainees, however differences was not significant. Another finding of the study was that on the general adjustment scale, student-teachers were found to be different form the Engineering and law students. On Home adjustment no significant difference was found among different groups. He also found social adjustment to be the most discriminating adjustment, area. Medical students scored significantly higher than the Engineering students. Student-teachers scored higher than the Engineering and the Law students. He also inferred that Engineering students were found to have significantly higher score on the economic value, while Law students and teacher training students
produced significantly higher score on political value. Medical students scored significantly higher on theoretical and social scales. With law students, political value emerged as the highest value variable followed by economic value.

*Sloat (1975)* explored the relationship between personality factors and drug use among young adults. The 16 PF questionnaire Form A was used to measure the personalities of drug users and non-users and an analysis of variance was calculated on each of the personality factors to determine if they differed significantly. A multiple regression analysis of the personality factors was done to determine if they differed significantly. Results showed that nine personality factors which significantly differentiated between the two groups were: (B) less intelligent – more intelligent, (E) humble-assertive, (G) expedient – conscientious, (L) trusting-suspicious, (M) practical-imaginative, (O) self-assured – apprehensive, (Q₁) conservative-experimenting, (Q₃) undisciplined self-conflict – Controlled, and (Q₄) relaxed- tense. The multiple regression analysis yielded a multiple correlation coefficient of .781.

Personality profiles of golf players of college was investigated by *Heinrichs (1976)*. The investigation aimed at to assess the personality traits of the elite collegiate golfers as compared to their respective teammates, as well as to compared the personality traits of all the collegiate golfers to the established norms in general. The
specific problems were to select an appropriate sample of collegiate golfers and determine the elite members. It was also important to select the appropriate instrument to assess the personalities of the subject. The Cattell's 16 PF Questionnaire Form A, was administered to the subjects at the beginning, and Form B at the end of the 1975 spring golf season. The raw scores for the two forms were combined to determine each subject's personality profile. Heinrichs found that: (i) there was a significant difference in personality between the elite group and their teammates on only one personality trait i.e. E (humble vs assertive). The elite group was described as humble as compare to their more assertive teammates; (ii) there were 8 traits that were statistically different between the elite group and their teammates. The 8 traits in order of statistical importance were:: E, B, A, Q3, L, F, G, and N. These traits described the elite group as more humble, reserved, controlled, trusting, sober, expedient, forthright, and less intelligent. The teammates were described as more assertive, intelligent, outgoing, undisciplined, suspicious, happy-go-lucky, conscientious and shrewed, then the elite group; (iii) there was a significant high negative correlation between the elite group and their teammates; (iv) there was a significant difference on two personality traits when the subjects were compared to the norms for twenty year old males. On factor B, the subjects scored significantly lower in intelligence. On factor M,
the subjects were described as more practical, as compared to the more imaginative twenty year old males.

Yoder (1976) explored the personality characteristics and temperament. Results of the inter correlation matrix of Thurstone Temperament Schedule (TTS), Individual Portrait Self-Rating (IPSR), Group-painting Self Rating (GPSR), Artists' Ratings (AR) and Psychologists' Ratings (PR), for each of the 7 TTS variables indicated a statistically significant positive correlation between all seven TTS variables (viz. Active, Vigorous, Impulsive, Dominant, Stable, Sociable and Reflective) and IPSR, TTS Vs GPSR correlations were statistically significant for the TTS variables Vigorous, Dominant and Sociable. IPSR Vs AR Correlations were statistically significant on the TTS variables Active and Stable. AR were significantly correlated statistically with PR on TTS variables Active, Dominant, Impulsive and Sociable. Ideographic Data included the individual self portraits and corresponding written expressions plus the group-paintings and their corresponding written group-statements, poems or prose.

Sharma (1978) studied the factors underlying the adjustment problems of professional and non-professional college students. The major findings of his study were (i) Arts students have greater adjustment problems in home and health areas than Engineering students whereas Engineering students have greater adjustment problems in Social areas than Arts students; (ii) Arts students have
greater adjustment problems in Home area than medical students. On the other hand, Medical students appear to have greater adjustment problems than arts students in Social and Educational areas; (iii) Arts students seem to have greater adjustment problems in Health area than Law students; (iv) Engineering students have greater adjustment problems than Commerce students in Social areas; (v) Medical students have more adjustment problems in Social, Emotional and Educational areas than Commerce students; (vi) Commerce students seem to have more adjustment problems in Educational area than Law students. Teacher training students have greater adjustment problems in Home, Health and Emotional areas than Commerce students.

A study was conducted by Gupta (1976) in which he identified the predictors of effective teachers through personality trait and found that (1) High effective teachers differed significantly from general population with respect intelligence, affective thymic ego strength, self-sentiment, suspicious, guilt prove and redical, (2) Lower effective teachers are less intelligence and housing lower concept control in comparison to general adult population, (3) In comparison to average effective teacher, high effective teachers were significantly more intelligent, emotionality stable assertive, conscientious, tender minded and had higher self-concept, (4) In comparison to low effective teachers high effective teachers were more warm hearted, intelligent, emotionally stable and less suspicious and imaginative. On the whole
it may be concluded that above personality factors contribute significantly to teacher effectiveness.

Sharma (1974) studied the relationship between 16 personality factors and teaching effectiveness. He found that only 6 factors out of 16, are positively correlated with teaching effectiveness. Furthermore, total personality of the teacher plays an important role in teaching effectiveness. The correlation between the total personality and teaching effectiveness was quite significant and marked. Prominent sex differences were also noted in the teaching effectiveness.

One more study conducted by Singh (1976) to identify some personality variables related to teaching effectiveness. It was found that (1) Needs of superior average and inferior teachers were clearly distinct, (2) Inferior teachers were having need of acquisition and Lacking and need of exhibition. (3) Average teachers had self-confidence and problem solving while (4) Superior had more strength of imagination, sensitive towards – family problems and used more literary language.

To study the certain personality variables of popular teachers in secondary school. L. Kaul (1972) conducted a factorial study. The researcher's major findings were (1) popular teacher were intelligent outgoing, emotionally more stable, sober and relaxed, (2) popular teachers were significantly high on theoretical, social political and religious values. (3) The popular teachers had a favourable attitude
towards teaching in schools and (4) The popular teachers were found to be effective in their work.

A study was designed by **Gupta (1977)** to compare the attitude of successful and less successful teachers towards teaching and to find out the personality traits of successful teachers using 16 PF questionnaire.

**Wangoo (1984)** conducted a study on teachers personality correlates and Scholastic competitive as related to teacher effectiveness.

**Khanna (1985)** designed a study to identify the successful (effective) teachers and to find out the personality pattern of the effective teachers of high school classes.

**Malik (1984)** conducted a comparative study to identify successful and unsuccessful science teachers on the basis of criteria involved by the investigator, to compare the learning environments of successful and unsuccessful science teachers as perceived by them and their students, and to compare the personality factors of successful and unsuccessful science teachers.

**Dixon, Paul N. (1978)** effect of Behaviour modification skills training on several personality factors among teacher trainees. In his study A 53 subject treatment group and 929 subject control group in a teacher trainee course were presented for dogmatism, pupil control ideology, locus of control, and three factors of the sixteen personality actor questionnaire. The treatment group was then exposed to an
extensive classroom behaviour modification laboratory, results were not conclusive.

**Halpin, Glennelle, and Others (1982)** studied in their study of teacher trainees, personality characteristics related to pupil control, humanistically oriented educators tended to be emotionally. Stable, expedient, positive, imaginative, venture some, relaxed and had high self-concepts. Authoritarian educators were more effected by feelings conscientious, saber, practical, shy, reserved, tense and had low self-concepts.

**Naseema and Ayishabi (1995)** attempted to find-out whether job satisfaction can predict perceived teaching competence of Physical science teacher in secondary schools.

**Desai and Deshpande (1996)** examined the interactive effect of sources of feed back and student teacher neurotic. Personality on student teacher competence.

**Mishra and Panda (1996)** attempted to see the effect of B.Ed. and C.T. teacher training programmes on men and women teachers personality.

**Venkataiah (1997)** studied the impact o inputs provided in DIETS such as adequacy of staff student services facilities, co-curricular activities and practice teaching on teaching competency of student teachers.
Singhal and Mohanty (1999) examined the effects of teacher and school type on teacher empowerment variables of competency expectations and teaching orientations in tribal, non-tribal and mixed primary schools and relation of these to the learning achievement of children.

Joshi and Parija (2000) undertook to find out the personality traits in B.Ed. teachers and their relationship with teaching competency.

Sangamitra (2001) looks at the relation of performance of teacher trainees with her introversion – extroversion. Personality type and also leadership style.

In the year 2000, Desai analyzed the views of the limited number of graduates from secondary vocational courses who have entered the world of work and reported that commerce and technical courses attract more students (40% and 48% respectively) with first class secondary school certificate than home science (27%) and agriculture (26%). On the question of socio-economic background of student and ex-students, it was found that the students from poorer and less privileged background like to enter vocational stream. With regard to variation in choices of course in relation to the income of the family, it was found that lower family income background were over represented in the home science course, while those with highest family income backgrounds were not represented in commerce.
courses and over represented in technical courses. On family background, it was found that 37% vocational students come from family backgrounds that has reported income below Rs. 1500 per month, compared with 78% of ex-students, now in work. The study also endorsed the finding of other studies that student from disadvantaged background were over represented in the VEP. On the question of job search, the ex-students reported that the waiting period has been lengthy and difficult. Over half the respondents reported great difficulties in finding a job and a further third reported some difficulties. Only 1% of ex-students had found a job before the end of the course, 15% up to six months after the course, and 44% between 6 and 12 months, with 40% taking over 12 months after completing the course.

**Conclusion:** It confirmed the findings of other status which have shown that the provision of vocational secondary education does not mean that student will automatically get work after completion of a vocational course.

In 2004, **R.B. Sarala and A. Kusuma** studied "Personality traits of street children" The study aimed at studying the personality traits of street children and also to examine the effect of age and sex on personality traits of street children. Forty street children, both boys and girls of 8-12 years were selected from the Renovation Centres for street children, Children Personality Questionnaire developed by
Porter and Cattle (1972) was administered to the street children. Statistical techniques used were mean, SD and 't' test.

**Results:**

(i) Street children age group of 8-10 years preponderate than 10-12 years.

(ii) 90% boys and girls families are nuclear type with 4-8 members.

(iii) With respect to ordinal position most of the first born (47% boys, 54% girls) and middle born are more engaged in work than the last born.

(iv) Many of them are migrants from Tamil Nadu, the reasons being poverty, social causes and unemployment at their native places.

(v) 50% parents of street children are illiterates and are employed as scavengers, sweeper and daily labours.

(vi) 90% children dwell in thatched huts without adequate ventilation in unhygienic conditions.

(vii) 83% of street children did not attend schools because of parental ignorance and compulsion to work by the parents to meet the family's economic need.

(viii) Majority of boys and girls are rag pickers and earned a daily income between 5-3 rupees working for 4-10 hours per day.

**Conclusion:** Though street children have desirable personality traits at present, better home environment and parents encouragement can improve their qualities.
Street boys were more intelligent than street girls irrespective of ages. So girls should be more focused towards non-formal educational activities to improve their intellectual abilities.

Parental protection and affection is very important in order to improve the harmonious personality development of the children. So importance must be given to those programmes which will strengthen family life.

Parent counseling is of utmost important to improve the child as well as the parent's status.

Parental attitude towards street girls must be changed to improve their personality and to complete better with boys.

In 2005, S. Subramanian studied vocational preferences of adolescents. The study aimed to investigate the vocational preference of the adolescent in relations to the gender, urban-rural background and vocational personality of the teachers to inquire whether the social, structural and personality variables have any effect on the vocational preference of the adolescents. Tools used were personal data sheet (PDS) developed by the researcher and vocational preference inventory (PSG VPI Balakrishnan 1979). The data collected were subjected to analysis of variance to test the hypothesis.

**Finding and Conclusion:**

(ii) The findings show that the gender has an influence on the vocational preferences of the adolescents.
(iii) The findings reveal that urban-rural background affects the vocational preferences of adolescents.

(iv) The findings also reveal that the teacher's vocational personality had some diffused influence on the vocational personality of the students.

The upshot of the study can be summed up in the following terms: sex, urban-rural backgrounds and teacher's vocational personality do influence the vocational preferences of adolescents.

A study was conducted by Yadav, R.K. in 2005. The topic of study was "A study of relationship between needs and vocational preference of adolescents".

Objectives:

(i) To find out the relationship between needs and vocational preferences of students of XI class.

(ii) To measure the needs of class XI students; and

(iii) to find out the vocational preferences of class XI students.

Methodology:

The sample consisted of 200 students of class XI belonging to the faculty of Arts, Science and Commerce. Tools used were Tripathi's personal preference schedule (TPPS) and Thurston's vocational interest schedule for measuring the vocational preferences of students.
Statistical technique like mean, S.D. and coefficient of correlation were used to analyse the data.

Finding:

1. The students have high need achievement. The need exhibition is the lowest of all. The students have given highest preference to executive work and least preference to the jobs related to music. The administrative work has been preferred most.

2. Need achievement has got negative correlation with biological sciences. Need difference has no significant correlation with any of the vocational areas. Need order has significant relationship with five fields of vocational preferences. These areas are biological sciences, computation, persuasive, linguistic and humanitarian. The study cites 31 reference.

In 2006, a study was conducted by Manju Mehta, Sadhana Bajaj and V. Vineeth Kumar. The topic was "effects of personality intervention and career intervention programme on vocational indecision among adolescent Boys." The raison d'etre of the study is to unravel of the effects of personality intervention and career intervention programmes on vocational indecision among adolescent Boys." The raison d'etre of the study is to unravel of the effects of personality intervention and career information programmes on vocational indecision among adolescent boys. An unselected sample
of 1000 male students belonging to class-X from 14 public schools in Delhi were administered the Vocational Indecision Scale (VIS) by Kathuria (1974). Out of the total, 242 subjects emerged as undecided who were subsequently subjected to various personality and career intervention programmes. Results revealed that undecided groups subjected to career intervention or personality intervention programmes either separately or in combination showed significantly greater decrease in vocational indecision as compared to groups who were given no intervention, i.e. the control group, irrespective of the condition whether the students were low or high on personality variables. Similarly personality intervention programmes were found to be more effective than career intervention programme in terms of reducing vocational indecision among students. The effect of these intervention programmes, as measured immediately after interventions were found to persist cum after one month indicating the long term effect of intervention.

In 2006, Megha Gokhar, studied "Academic Achievement as determined by their preferred learning, thinking styles and study skills". The aim of the study was to know the significant difference in the academic achievement of physiotherapy students due to different learning styles, thinking styles and study skills. The sample consisted 136 students of final year BPT students from Punjab, Haryana and Delhi. The result reveals that academic achievement of students did
not differ significantly due to their preference of learning styles, thinking styles and study skills.

In 2006, Samidha Pandey and Vijay Lakshmi studied "Personality characteristics and Dependent proneness of adolescents". The study aimed to find out depending and different personality characteristics of advantaged and disadvantaged adolescents. Advantaged are those who are not being deprived from parental care and do not possess any restriction, but disadvantaged refers to the group with physical restriction and suffering from either biological or psychological deprivation during early months of life. To measure dependency, Sinha's dependent process scale (1968) was used and for personality characteristics Eysenck personality questionnaire (1952) was used. Sample consisted of 150 adolescents were randomly selected from Patna. Mean, SD and t-ratio were computed to test the hypothesis. Results revealed that disadvantaged need mental and physical strength from society of not to live just on sake of mercy.

In 2006, Sukhminder Kaur studied," Role of personality and socio-cultural modernization in psychological stress". The investigation aimed to study relation of socio-cultural modernization, personality and psychological stress". Survey style of research was adopted on a sample of 80 female lecturers of university. The results reveal that correlations between personality type 'A' and the psychological stress components are positive and high. Except the
correlation between conflict type B and faculty behaviour which is positive high the correlation between type B and other stress components like frustration, state-anxiety and trait anxiety has been found to be low socio-cultural modernization is negatively correlated with psychological stress components. Personality patterns vary significantly on psychological stress components but socio-cultural modernization has no significant variation on these components. Socio-cultural modernization and personality types do not differentiates on conflict.

**P.P.C.R.A. Meerut (ISSN: 0971-7064), 2006, 22 (3): 135-146.**

Praachi Journal of Psych-Culture Dimensions A comparative study of Personality Traits amongst the Public Sector Executives. The study aims at studying the prevalent personality traits in public sector organizations of India. Data were collected from 281 executives of top middle and lower management engaged in two public sector organizations with the help of Dimensional Personality Inventory. 't' test was used for the purpose of statistical analysis the result indicate that the Indian Oil Corporation Limited executives differed from each other significantly in terms of emotional instability, assertive, depressive, suspicious and trusting personality traits.

**Dr. Harpreet & Dr. Meenakshi (2007)** impact of teacher training programme on B.Ed. student motivity, attitude towards teaching and personality.
Objectives of the study

1. The study aimed at studying and qualifying the change in (i) Motivity (ii) Attitude towards teaching (iii) Personality characteristics at different stages of teacher training programme is entry stage, middle stage and final stage of B.Ed. students.

2. Depending on the finding to make recommendations in teacher training programme including syllabi, teaching practice, etc. to raise motivity, personality and attitude on the desired level.

Findings and Conclusions:

1. **Motivity of the B.Ed. Students:**

   The study translates that most of the students have joined B.Ed. course because of their love for the teaching profession.

2. **Attitude towards training:**

   (a) It is conclude that the attitude towards teaching profession aspect of B.Ed. students' attitude has decreased at the completion of the T.T.P. So the training programme has a negative impact of B.Ed. students attitude.

   (b) It is conclude that the T.T.P. has failed to maintain the magnitude of attitude towards classroom teaching.

   (c) The training programme did not improve the attitude of the trainees.
(d) There is no significant impact of training on the attitude of B.Ed. Students educational process aspect.

(e) The findings of this study enables to conclude that the T.T.P. has a negative impact on pupils aspect of B.Ed. students, attitude towards teaching.

Thus it is conclude that the T.T.P. has failed to enhance the attitude of B.Ed. students towards teaching.

3. Personality characteristics:

(a) It is conclude that the objective of T.T.P. to help students to develop this personality dimension is not being achieved by our teachers in the making.

(b) B.Ed. students becomes less neurotic at the end of the T.T.P.

(c) B.Ed. students shows a gradual positive change towards the end of the training programme period.


Objectives: (i) To study the gender differences in teaching profession perception, teaching aptitude and personality factors of secondary grade teachers; (ii) to study the group differences in teaching profession perception, teaching aptitude and personality factors of secondary grade teachers; and (iii) to study the relationship between
the profession perceptions. Methodology: In conducting the study, the
descriptive survey approach was followed. The sample consisted of
200 men secondary grade teachers and 200 women secondary grade
teachers. Among the women 100 were assistants and 100 were
headmistresses. The above sample is drawn from different elementary
schools in 10 of the 46 Mandal Parishads in the Nellore district of
Andhra Pradesh. The tools used were Teaching Profession Perception
Scale. Teaching Aptitude Scale and Cattell's 16 PF Questionnaire.
Findings: (1) There is no significant difference between assistants-
S.G. (Global) and Headmasters-S.G. (Global) in Teaching Profession
Perception and all the areas of Teaching Aptitude except Interest and
Scholarly Taste (TST) and Fair-mindedness and Impartiality (FMI).
The Headmaster (SG) are more scholarly, fair minded and impartial
than Assistants (SG). This indicates that the Headmasters have
dedication to their school work. (2) There is no significant difference
between the men and women secondary grade teachers (global) in all
the personality factors except F. G and Q4 in which they differ
significantly at 0.05 level of significance. (3) There is no significant
difference between the assistants - S.G. and Headmasters- S.G.
(Global) in all the personality factors except A (Reserved) and I
(Tough Minded) in which they differ significantly at 0.05 level of
significance.
STUDIES RELATED TO TEACHING COMPETENCY:

"There were the times when it was believed that teachers are inborn and nothing can be done to improve the teaching abilities of person. But the technology of teaching has altered this belief and has presented a clear-cut possibility of further development in the teaching abilities of any person of any teaching ability level. Considering the possibilities of further development in the teaching abilities a large number of so called teacher training institutions were established, who are producing a large number of trained teachers. But inspite of all these attempts, the teacher training institutions could not meet to desired end of producing effective teachers".

(Buch 1975, Sharma & Malhotra 1979, Sansanwal & Jarial, 1980 etc.)

Similarly the report of the Education Commission, 1966 says "the quality of training institutions remains, with a few exceptions, either mediocre of poor. Competent staff are not attracted; vitality and realism are lacking in the curriculum and programme of work which continue to be largely traditional and set patterns and rigid techniques are followed in practice teaching, with a disregard for present day needs and objectives".

However, regarding the concept, definition and scope of teaching competency, there has been a little agreement amongst
concerned researchers. The reason for this agreement appears to stem from two reasons. Firstly, 'confusion' has resulted due to interchangeable use ability of a large variety of terms. For example, teacher competency, teacher effectiveness, teacher efficiency, teaching success, characteristics of a teacher, criteria of competence, ability to teach and a host of other terms have been used to mean the same concept. Secondly, there is a disagreement as to which criteria of teaching competency are essential ones. For example, should the teachers be expected to produce immediate effects or long range consequences? Should they exhibit similar components in all situations in respect of different kinds of schools, pupils, subjects, grades and so on? The problem becomes more complex because of the varieties of outcomes that may result from teaching.

The concept of teaching competency emerged from Competency Based Teacher Education (CBTE) programme.

A critical examination of the following definitions put forth and the views expressed by various educationists on the meaning and evaluation of teaching competency make more explicit the absence of a clear-cut and universally acceptable definition of teaching competency.

1. "Successful teaching is teaching that brings about effective learning. The decisive question is not what methods or procedures
are employed, or whether they are old fashioned or modern, time
tested or experimental, conventional or progressive”.

(James, 1954)

2. "The possessions of the teacher, his knowledge, skills, attitude,
personality configuration and the like are referred to as
competencies, they lend the character dimension to teaching”.

(Haskew, 1956)

3. "The competency of a teacher is defined as the average success of
all his behaviours in achieving their intended effects ".

(Medly and Mitzel, 1963)

4. "Teaching competency is one or more abilities of a teacher to
produce agreed upon educational effects ".

(Biddle, 1964)

5. "A competent teacher is one who -

a. has the skill of accurate perceptions of the classroom situation
and the changes that occur within the classroom.

b. is aware of the teachers role which are appropriate to different
situations, and

c. possession the personality skills which allow hi to adopt to
changing situations".
6. "Teaching competency is those skills, concepts and attitudes needed by teachers of the act of instructing in an education institution".

(Good, 1973)

7. Competent teaching is assumed to be made up of a collection of modular skills and a chain of performances on such modules constitutes effective teaching performance"

(Travers, 1975)

From the above definitions it is clear that there is no agreement among the educationists regarding the concept of "competency". This disagreement is due to the confusion between the concepts of teaching competency and teacher competency. Teaching competency is said to be the knowledge, attitude, skills and self perception or the products that derive from the mix of these behaviours resulting in consistent pattern of behavior leading to the attainment of predicted outcome (Wilson, 1973). On the other hand, teacher competency has been defined as the average success of all teacher's behaviours in achieving his intended effect (Medley and Mitzel, 1963). Teacher competency is a wide term including teacher's personality, presage, process and product variables while teaching competency is restricted to the teaching behaviour presented during class-room teaching.
According to Clarke (1970) teaching constitutes activities that are designed and performed to produce change in pupil behaviour. Komisar (1966) has pointed out that teaching included so many activities as, introducing, demonstrating, citing, hypothesising, reporting, conjecturing, confirming contrasting, explaining, questioning, elaborating etc., which may be considered as constituent skills of teaching (Stones & Morris, 1972). Brown (1975) has considered teaching as a many sided activity which includes a number of activities like questioning, giving information, listening and such other.

Gage's views (1968) about teaching is "Teaching skills are specific instructional techniques and procedures that a teacher may use in the class-room. They represent an analysis of the teaching process into relatively discrete components that can be used in different combination in the continuous flow of the teacher's performance".

It is not essential that a popular teacher among his or her students is also a good or competent teacher, but a competent teacher is one whose students have better knowledge about the subject matter. Common Wealthy Report (1974) also states that to be a competent teacher. "The teacher must have knowledge of child development, of the material to be taught and suitable methods of teaching it, of the culture of his pupils (which may not be his own and of some interest of his own), his skill must enable him to teach, advise and guide his
pupils community and culture with which he is involved, his attitudes should be positive without being aggressive so that his example is likely to be followed........ as he transmits explicitly and implicitly the national aims and ideals and moral and social values".

The effective teaching of a teacher plays a important role in making him or her a competent teacher. The schools having good and effective teachers can succeed in reshaping the country. Good teachers are responsible for increasing quality of the nation's citizens because the quality of a nation is judged by the quality of its citizens. The latter is mostly determined by the educational system in the nation which in turn is decided by what type of teacher it has.

On the basis of several researches and other criterion measures, Harris (1960) said about the correlates of teacher effectiveness that "Measured intellectual abilities, achievement in college course, general culture and special subject matter. Knowledge, professional information, student teaching marks, emotional adjustment, attitudes favourable to students generosity in appraisal of the behaviour and motives of other persons, strong interest in reading literary matters, interest in music and painting, participation in social and community affairs, early experience in earning for children and teaching (such as reading to children, taking a class for the teacher), history of teaching in the family, size of school and size of community in which teaching, cultural level of the community and participation in vocational
activities, 'all appear to be characteristics of the teacher which are likely to be positively correlated or associated with teacher effectiveness in the abstract'.

Hart (1934) in his study found that 80% of the pupils indicated that the teacher whom they killed the most, also was the most effective teacher, i.e. the best teacher.

Statistical studies reported by Knight, Morris, Boardman and Lancelot (1940) throw light upon the qualities of teachers that need to be considered in studying the teacher at work. Though the data are of a highly diverse character, the main points of emphasis in these studies seem to be the following:

1. The teacher's personal fitness: such as poise refinement etc.
2. The teacher's professional equipment: such as knowledge of the needs of the child etc.
3. The teacher's mental capacity: such as intelligence, alertness etc.
4. The teacher's academic preparation: such as knowledge of the subject etc.
5. The teacher's emotional stability: such as self-control, balance etc.
6. The teachers social adjustment and ability to work which others.

The absence of any of these traits or qualities may be looked upon as a probable cause of poor work.
The experiment conducted at the Pennsylvania State University in 1960 confirmed the earlier findings that students can distinguish between effective and ineffective teachers and that there are certain desirable behaviours which are generally characteristics of good teachers and that these behaviours are not generally characteristics of poor teachers. One of the best and one of the poorest teachers were rated by 1070 students on 14 attributes. Some of the attributes that were rated very high by 96% of pupils or more, as characteristics of good teachers are:

1. Effectively uses teaching methods,
2. Makes objectives clear when he begins and maintains interest all the time,
3. Organises subject matter systematically,
4. Instructions are very realistic and challenging,
5. Provides very well for interests, needs and experience level of students.

The study by Ryans (1969) extensive in nature was concerned with the identification of characteristics of teachers in general and able teachers in particular. Observations were made in class-rooms, responses to personality inventories were recorded, interviews were conducted and life history information was gathered. Emphasis was placed upon both the intellectual and personality assessment of the
teachers. Detailed assessment of superior teachers indicated that they seemed to be exceptional with regard to intellectual ability, personality adjustment and social interest and effectiveness. They have a strong liking for children and a personal admiration for such human characteristics as friendliness, permissiveness and fairness. The study of teachers attitude (Arora, 1976 and Goyal, 1980) rated low in effectiveness, suggested that they possessed a critical attitude towards others, less interest in social relationship and less favourable attitude towards pupils.

From the above description of the related literature, it is evident that effective teachers have some distinguishing characteristics, though there is no unanimity about them.

Koul (1972) conducted a factorial study of certain personality variables of popular teachers in secondary schools. He found that the popular teachers had a favourable attitude towards teaching in schools and so they may be expected to maintain a state of harmonious relationship with their pupils characterised by mutual affection and sympathetic understanding. He also found that popular teachers were effective in their work as teaching.

Jayamma (1962) constructed and standardized an inventory for predicting teacher efficiency. The researcher selected five variables, namely, professional knowledge and skill acquaintance with the principles of psychology, familiarity with class-management, school
organization and educational administration, individual qualities of sympathy, humour and patience and relationship with others.

The investigator found that sex or the locality or work did not influence in any way the teacher's professional success. It was also observed that the training experience and qualifications could not add to the professional success of the teacher.

Prasad (1970) investigated into the professional efficiency of teachers.

Samantroy (1971) studied teacher attitude and its relationship with teaching efficiency. The results showed that the teachers with favourable attitude had superior efficiency. The study also showed that there was a positive relationship between teacher adjustment and teaching efficiency. Debnath (1971) undertook a research study with a view of finding out the determinants of teaching efficiency. It was found that knowledge of the subject matter, academic qualifications. Sympathetic attitude towards students mastery of the method of teaching, sincerity in teaching, proper use of aids and appliances in teaching and the art of questioning were the important correlates of teaching efficiency.

How did the teachers' competence affect their everyday teaching in the classroom and the educational outcomes were a significant issue. The effective and ineffective classroom behaviour of
teacher had differential influence on student behaviour. Verma and Ansari (1975) reported that the effective teachers had more indirect influence, student initiation, teacher response ratio; and pupil study state ratio whereas ineffective teachers had more direct teacher talk, silence or confusion and non-stimulating situation in classrooms. In the effective teachers' teaching, student response and initiation were followed by teacher's praise and accepting feelings, whereas in ineffective teachers teaching, student response and initiation were followed by direction and authority. The effective teachers used more creative teaching methods.

Peterson, Marx and Clark (1978) investigated differences in teacher planning and its relationship to teacher behaviour and student achievement in a sample of 12 experienced teachers, taught a social studies lesson to 3 groups of junior high school students, after having 90 minutes to 'think aloud and plan the lesson'. Results revealed that planning differences were significantly related to teachers' abilities, teachers' behaviour and student outcomes.

Competent teachers planned lessons in ways, that helped students in relating new information to existing knowledge and integrated the instructions across content areas. They also planned curricular materials in a way that engaged students' interest and were appropriate for students' abilities and needs (Obsborn, Jones and Stein, 1985; Taylor and Valentine, 1985; Porter and Brophy.
Mandeville and Liu (1997) tested over 9,000 seventh grade students from 33 matched pairs of schools whose mathematics teachers differed on level of preparation. The students under high preparation and planning teachers outperformed those under low preparation teachers on the higher level tasks. In a study of 135 male teachers and 2839 students of class IX in Udaipur, Singh (1981) observed that a successful teacher was able to induce learning, develop interests and foster desirable attitudes in his students, both by his teaching in the classroom and by his exemplary conduct in different social situations. An unsuccessful teacher, on the other hand, produced little subject learning, developed aversion to the subject, created misunderstanding and fostered undesirable attitudes.

Little research existed on how effective teachers responded to student misconduct. In general, competent teachers dealt effectively with discipline problems ignoring minor distractions and instances of inattention, movement through the classroom or comments to the disruptive student (Taylor and Valentine, 1985). They talked to misbehaving students in private and tried to get the student to accept responsibility for the behaviour and to make a commitment to change (Brophy, 1987). As a last resort only competent teachers invoked punishments (Bidefeldt, 1988).

Interactions with colleagues could improve teaching competency. Patel (1984) involved eight science teachers in the study
spanning over a period of six months and noted that the discussions and guidance from colleagues resulted in 11% increase in the capacity for presentation and capacity for class-control. A 15% increase was noted in capacity for co-ordination of different teaching skills, in ability and habit of using audiovisual aids for effective teaching and increase in interest in practical and written work of the pupil, and a 10% increase in knowledge of content.

In a process-product study, Bourke (1985) in Australia observed a total sample of 75 teachers and their classes, spread over 39 schools, 8-10 times during a term, and found classroom context and teaching practice variables significantly related to students academic achievement. The more effective teachers engaged in small group work incorporating team and peer tutoring, provided opportunities for individual practices, which they actively monitored, and marked homework assignments, which they varied to meet student needs.

The frequency of discipline statements during lessons and the frequency with which teachers and students interacted negatively correlated with achievement.

The competent teachers were known to maximize academic learning time. Their students were actively involved in meaningful academic activities and minimized the time spent off the task (making transitions between, activities, sitting with nothing to do or engaging in misconduct), thereby creating a positive learning environment
(Anderson, 1986; Yesseldyke; and Christenson and Thurlow, 1987). Similar results were found in low achieving or poorly motivated students (Gettinger, 1986) and learning disabled students (Zigmond, Sansone, Miller, Donohoe and Kohnke, 1986). Leclerc, Bertrand and Dufour (1986) examined 20 first-year and second year secondary school classes where algebra was being taught for the first time. The results revealed that the student achievement correlated positively with teacher lecturing, explaining and the number of questions addressed to individual students. Teachers' feedback to students' response was negatively related to achievement in first year but positively related in second year. The quantity of such discourse was also important. Brophy (1986) and Balasubramanian (1989) also observed improvement in student achievement as a result of effective teacher behaviour.

Chaudhury (1990) investigated the relationship of the teaching competencies of 178 secondary school teachers with the pupil achievement. The six teaching competencies of structuring questions, reacting to extend pupil though, clarity in explanation, intensive reading, sustaining pupil attention and giving assignments were positively associated with pupil achievement in English. Teachers' way of structuring questions was important in influencing pupils' liking for the teacher. Preece (1994) was however, or the view that acquiring general pedagogical knowledge might not translate into
effective behaviour in classroom, as shown by 135 pre-service education students' attitudes towards general pedagogical principles and the quality of their classroom teaching in a secondary school set-up. A modified version of Merchant and Bower's (1990) Teaching Behaviours Questionnaire measured attitudes towards general pedagogical principals. Their teaching was observed on at least four separate occasions during three months of teaching in schools. No significant positive relationship was found between the positive attitudes towards general pedagogical principals and any of the teaching competence. A weak negative relationship was observed. It was suggested that the fostering of positive attitudes in pre-service education student teachers towards general pedagogical principles, on the basis of practices aimed at enhancing pupils' academic achievements, might result in lower quality teaching, because of its adverse effect on pupil-teachers relationship.

Singh and Saxena (1995) in their Baseline Assessment Studies noted some positive effects of teachers' quality on pupil achievement in eight states of India. They obtained data from 1,746 schools, 23,700 students and 4,879 teachers. It was found that the duration of teacher's stay in the school was positively associated with pupil's language achievement. Teacher's frequent test taking and providing feedback, and teachers' assignment of homework and its correction had positive association with school means in mathematics and language. The
teacher practice of frequently giving arithmetic problems to solve in the class contributed significantly to the mathematics school mean.

Gilberts and Lignugaris-Kraft (1997) reviewed 33 studies and concluded that the important competencies in promoting positive learning environment included classroom management to facilitate learning, formulating a standard for classroom behaviour, implementing strategies to change behavior, and assessing the effectiveness of interventions and instructional competencies—preparation for specific teaching activities, presentation using variety of methods and strategies, feedback and praise, interactive assessment to facilitate future lesson planning, and lastly, effective use of time (such as varying pace of instruction and maintaining students' attention during seatwork at 80% levels or higher).

The role of problem difficulty and individual and group competence and performance of 16 elementary school teacher who solved four mathematical problems having variety of solutions was examined by Evered (1988). Results indicated that the teachers' confidence was relatively unaffected by the difficulty of the problems solved or the composition of the collaborative group. Teachers' competence, however, declined as problem difficulty increased.

A teacher is considered to have a more mature personality than his pupils and so in a congenial positive teacher taught relationship, the personality of the most liked and admired teacher will definitely
have a formative influence on social, emotional and moral development of the pupils.


Objectives: (i) To study the level of teaching competency of science teachers at higher secondary level in Coimbatore educational district; (ii) to study the association of the level of teaching competency of science teachers with their subject of specialisation, qualification, experience, age, income, community, size of the family, nature of the job, sex and marital status; (iii) to compare the level of teaching competency of science teachers with reference to the type of the management of the school, nature of the school and location of the school; (iv) to compare the level of teaching competency of science teachers with reference to their extroversion-introversion behaviour; and (v) to find out the relationship of teaching competency of science teachers with their Job satisfaction, attitude towards teaching profession and intelligence of the students. Methodology: Science teachers working in higher secondary level and students studying in science groups at higher secondary level within the geographical limits of Coimbatore educational district formed the population of the study. Stratified random sampling was used for the present study and the stratification was based on the types of management of schools. A
sample containing hundred and sixty science teachers and three thousand and forty one science group students was taken for the study. The tools used for the study were Indoor Teaching Assessment Scale (ITAS), job satisfaction scale, and attitude towards teaching professional scale, extroversion and introversion inventory and group intelligence test. The data was analysed based on the objectives of the study. The investigator used the differential and relational analysis for analysing the data. Findings: Subject of specialisation, qualification, experience, age, income of teachers and type of management of the school significantly influenced the teaching competency of science teachers. Married teachers have better teaching competency than unmarried teachers. Extrovert teachers have better teaching competency than introvert teachers. More jobs satisfied teachers have better teaching competency. Teachers with positive attitude towards teaching profession have better teaching competency. Teachers dealing with high intelligent group of pupil have better teaching competency. Teachers working in aided and matriculation schools have better teaching competency than teachers working in government and corporation schools. The teaching competency of more experienced teachers is better than the teaching competency of less experienced teachers. Aged and high-income group teachers have better teaching competency. Private unaided school teachers have better teaching competency. Permanent teachers show better teaching
competency than the temporary teachers. Teachers with high income have better teaching competency than teachers with low income. The study shows positive attitude of teachers towards teaching profession, job satisfaction of teachers and intelligence of students increase the teaching competency of science teachers. The study cites ten references.

Teaching is the practical activity but it has a particularly rich and complex structure. Since teaching is a practical activity something that we can identify and watch we might being to find out what teaching is by observing what teachers do.

The activities of teaching may be classified in so many ways. Smith (1971) points out that the teachers performs three types of activities with the help of language:

(a) Logical action.
(b) Directive action and
(c) Admonitory or evaluative actions.

Edward C. Talman (1971) classifies that teaching acts into the following categories:

(a) Logical acts e.g.: defining classifying. Explaining comparing and contrasting etc.
(b) Performative actions e.g. perform a demonstration.
(c) Expressive acts e.g. bodily postures facial expression, tone of voice, expression of eyes etc.
(d) Admonitory actions e.g. Praises, enjoin etc.

(e) Directive actions e.g. tells pupil what to do sets situations etc.

Thomas F. Green (1971) has classified teaching activities into three categories:

1. The logical activities of teaching.
2. The strategic activities of teaching.
3. The instructional activities of teaching.

THE LOGICAL ACTS:

Thomas F. Green put eight acts of teaching activities under this category.

I. Explaining

II. Concluding

III. Inferring

IV. Giving Reason

V. Amassing evident

VI. Demonstrating

VII. Defining

VIII. Comparing

THE STRATEGIC ACTS

Green has identified seven strategic acts of teaching there are as follows:

(a) Motivates

(b) Counseling

(c) Evaluating

(d) Planning

(e) Encouraging

(f) Disciplining

(g) Questioning
THE INSTRUCTIONAL ACTS OF TEACHING

Thomas F. Green has classified the following seven instructional activities of teaching:

- Collecting Money
- Patrolling Hall
- Attending Meeting
- Tabbing Attendance
- Consulting Parents.
- Keeping reports
- Chaperoning

IMPORTANCE OF TEACHING SKILLS FOR A TEACHER

Teaching a complex behaviour which can be analysed in specific teaching skills. A teaching skill is a small set of teach behaviour, like any other behaviour, (teaching behaviour can modified. This requires a systematic analysis of what teaching is and what behaviour of teacher contributes to effective learning in the pupils. So the task of identifying competent teachers is crucial to the education system is so far, as teaching contributes to the realisations of educational goals, and in term, total human welfare with the recognition of the benefits of education the teachers role is becoming more crucial and a great deal of attention is being paid to the problem of teacher acceptability. The education commission (1964-66) also has emphasised the role, the teacher plays in the national development.
Although, the identification of teaching skills is crucial, but is a very complex and difficult task. This is so, because the role and the standards expected of the teacher are diverse in nature and degree and determined by a variety of pressure groups that are often difficult to define. And, there is a depth of knowledge about what skills a teacher is expected to possess, what constitutes these skills and how exactly he should be assessed for possessing these skills. Therefore the problem of teach accountability can not be easily tackled unless such knowledge is made available to all concerned with education.

Further the teacher training institution are of a loss to plan sound teacher education programmes in the absence of accurate information about the relationship between the teacher's skill and their effectiveness in promoting pupil learning. Although, many studies have been conducted to this end, the findings are inconsistent, non coherent or measure to make any useful contribution to the theoretical frame work of teacher education. More analytic and systematic research on teaching is needed to improve the slandered of teacher education of late, attention is being paid to the modification of the curriculum both at the higher secondary and the higher secondary stages in order to make education socially relevant and useful (Ministry of Education and social Welfare 1977). With the change in curriculum a change in the teachers role can be envisaged. Though such attempts have been made to develop teacher education
curriculums: a framework. Yet significant concrete programme have not been take; up with regard to the changing learning process. Due to emphasis has to In: said on this vital area of research, i.e. teaching, which decides the extent of the attainment of educational objectives Quoting the reference of NCTE framework (1978). Passi (1981) says, "The time is ripe for identifying indent problems demurring for their solution and developing original theories, concepts, measuring instruments and appropriate evaluation models and modulus of teacher education which should be indigenously developed: Therefore researches are needed scientifically analyse teaching in the light of the new role of the teacher.

Nevertheless, there have been a number of attempts to answer the question "who is a competent teacher" (Bars, 1984, Anderson, 1978: Patrich, 1974; Starr 1975, Cockrell, 1976, Roma 1978 and others). But most of these studies do not contribute anything substantial to the domain of teaching. There are other studies which connects presage and process and employ suitable approaches and sophisticated statistical techniques, and contribute to competence research (Halloway, 1973; wells 1974, Kaul 1974, Malhotra 1975, 1979, 1981, Grewal 1975, Deem 1977, Joshi 1977 Singh and Sharma 1977 and Agarwal 1980): These studies concerned with the teaching competency in general and do not tell at a particular grade level.
REVIEW RELATED TO EMOTIONAL INTELLIGENCE:

Prasad, Sanjay Kant and Kumar, Dinesh (1995) Saw the relationship between social intelligence and adjustment. On the basis of the study it was found out that male and female students differed significantly in cooperativeness, confidence, sensitivity, RES and tactfulness while no significant difference was found in three factors, patience, sense of humour and memory.

Singh, Sukhdev; Panda S.N. and Upmanyu V.V. (1998) studied forgetting of word association in relation to recall interval. This study examined the relationship between forgetting words and emotionality in males and females.

The study found out that the recall of associates to emotional words relative to associates of neutral words is not a function of the length of the recall interval. Forgetting was greater for the associates of the emotional words at both short and long retention.

Moorjani, J.D; Jain, Meena; Geryani Mamta (2002) undertook a study of emotional intelligence and personality pattern of college students.

The study found out significant difference between the students of Arts and Commerce in their EI. The students of commerce and science differ significantly in their EI. EI scores of Arts students 198, commerce students 172. Introvert and extrovert type of personality do
not differ significantly in their level of emotional intelligence. But introverts have slightly more EI than extroverts. Negative relationship was found between neuroticism and Emotional Intelligence.


A significant difference was found in the acquisition of mathematical concepts of students due to high and low level of emotional intelligence and results were in favour of students of high emotional intelligence. Significant difference in the acquisition of mathematical concepts was also found between the high and low SES groups and results were in favour of students of high SES group. On the variable of sex, significant difference was obtained between boys and girls and difference was in favour of girls. Significant difference in the acquisition of mathematical concept was also obtained due to area-wise difference and students studying in urban area scored higher as compared to students studying in rural areas. From the results, significant difference was obtained in the acquisition of mathematical concepts between students of government and private schools and the achievement of students of private schools was higher as compared to the students of government schools.

Mittal, Surabhi; Bajaj, Tanu (2003) undertook a study of pre-scholars' intelligence as affected by mother's emotional maturity.
The research concluded that mother's emotional maturity is significantly correlated to their children's intelligence. The child who receive maternal love, conducive home environment and proper care and facilities during their impressionable period of life help to develop an intellectual competence in their future life. Further, working women were found to be more emotionally matured than non-working women. Also, children of working mothers were more intelligent than children of non-working mothers. The results of this study supported the conclusion if mothers are responsive to their children's needs then they will have children who will be high achievers and intelligent too.

Shanwal, V.K. (2003) Undertook a study of correlates and nurturance of emotional intelligence in primary school children. The study found out that the four components of emotional intelligence namely Identification of emotions, Assimilation of emotions, Understanding of emotions and Regulation of emotions correlated significantly with the overall emotional intelligence score, thus, emphasising the validity of the Hindi adapted version of MEIS, (Multifactor emotional Intelligence Scale). The understanding and regulation of emotions (component of the emotional intelligence) also correlated with variables underlying the general intelligence like academic achievement. Analysis of different components of emotional intelligence in this study pointed towards possibility of two-factor structure of emotional intelligence. One pole of this was depicted by
the relationship between identification and assimilation of emotions component and the other pole was represented by the togetherness of understanding and regulation of emotions components of emotional intelligence. The rural children emerged as having higher emotional intelligence in comparison to their urban counterparts. Overall, girls had higher emotional intelligence than boys. As a group rural boys achieved the highest score on the overall emotional intelligence due to their comparatively better performance on the assimilation of emotions (component of emotional intelligence). Rural girls were better at understanding and regulation of emotions while urban girls had better at identifying the emotions. Urban boys as a group had comparatively, the poorest emotional intelligence. The study distinctly indicated that rural domicile seems to have positive influence on the degree of emotional intelligence and female sex is another factor, which favourably vary with higher emotional intelligence. These findings highlight the influence of microenvironment and constitution on emotional intelligence. High scholastic performance was found to be correlated with the regulation of emotions (component of emotional intelligence). No relationship existed between the measures of social deftness and attentive ability used in the study with emotional intelligence. Only academic achievement showed positive correlation with one component of emotional intelligence.
Pandit Bansibihari, Yunus Pathan, (2004) studied the level of emotional intelligence (EQ) of secondary teacher in relation to gender and age. The results indicated that nearly all (98.4%) of the teachers fall under 'low' category of emotional intelligence. There was no significant difference between the emotional intelligence of males and females and age was independent of EQ.

Pandey R. and Tripathy, A.N. (2004) undertook a study under the title 'Development of Emotional Intelligence: Some preliminary observations.' The study aimed at investigating developmental changes and gender differences in Emotional Intelligence in the Indian context. A measure of EI developed by Pandey and Tripathy, 2003, was used to collect data from the subjects. The statistical techniques Mean, S.D., ANOVA and other inter-correlations were computed to analyse the data.

The results indicate that there was increase in EI with age and females were more proficient in managing and handling their own emotions as well as of others.


Results revealed that normal children had average level of social cognition whereas slow learners had low and below average
level of social cognition. Normal as well as slow learner girls were found to have better performance than boys in all the components of social cognition except self-evaluation where boys had slightly better performance. 

Tiwari P.S.N. and Srivastava, N. (2004) undertook a study about the schooling and development of emotional intelligence. The objectives of the study were:

(i) To examine the role of medium of instruction and grade in the development of EI.
(ii) To examine the relationship between perceived environmental quality of home, school and Emotional Intelligence.

Sample consisted 270 primary school children. The tools used for data collection were Emotional Intelligence scale of Schutte's (1997), PEQS & PEQH. The data was treated with mean, S.D., ANOVA and correlation.

It was found out that gender had no significant main effect while medium of instruction and grade had significant main effects on all the three components of E.I. i.e. expression and Appraisal, Regulation and Utilization of emotions. Children attending English medium schools scored higher followed by Hindi and mixed medium school children, respectively. The older children of V class scored higher than III and IV class children. It was also found that perceived
Environmental Quality of home as well as school was positively related to EI scores.

**Bhawalkar, Smita, (2005)** undertook a study to predict scientific creativity through affective and cognitive variables. The study aimed at predicting the scientific creativity through affective and cognitive variables. The study aimed at predicting the scientific creativity on the basis of affective variables like self-confidence, Tolerance and ambiguity, risk taking and scientific attitude and cognitive variables like intelligence, academic motivation, achievement in science and mathematics and academic achievement and it was found that intelligence, achievement in mathematics and academic achievement were found to be the best predictors of scientific creativity. It suggested that teaching strategy needs reform rather than frequent reforms in syllabi. Empasis should be on understanding, grasping, thinking skill, problem solving, decision-making ability rather than the root memorization. Divergent thinking should be encouraged during the classroom learning.

**Pareek sushila, Mittal Uma, Hingar Asha and Kaur Rashmi, (2005)** undertook a study about enhancing emotional intelligence and enriching meaning in life: An intervention study. Results revealed the significant improvement in post mean scores of overall emotional intelligence and its components like self awareness, self management, internality/optimism and empathy, except motivation and social skills.
Pre and post mean scores of purpose in life also differed significantly showing enhanced meaning in life of the subjects. Study advocated the viewpoint that the EI is a set of abilities like emotional understanding, regulation and utilization rather than a personality trait. It is claimed as a learned behaviour and thus can be improved upon. Study highlighted the importance of intervention programmes in enhancing emotional intelligence and thereby promoting meaning and quality of life intra and interpersonally.

Amirtha M., Kadhiravan S. (2006) studied the influence of personality on the emotional intelligence of teachers. The study found out that female teachers have better impulse control and problem solving skills. Elder teachers have more empathy than the youngsters. Postgraduate 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. Youngsters have more extroversion qualities and older teachers have more introversion qualities. The undergraduate teachers have an inclination for feeling dimension. Teachers working in government schools have an inclination for intuitive dimension. The extroversion, introversion, and feeling dimensions of personality have negative impact on
emotional intelligence of teachers. Thinking and judging dimensions of personality have a significant positive impact on emotional intelligence. The sensing and intuitive dimensions of personality do not significantly influence the emotional intelligence of teachers.


On the basis of data collected it was found out that there was no significant difference between emotional intelligence of male and female student teachers. There was no significant difference in emotional intelligence of student teachers of arts and science faculty. There was significant relationship between emotional intelligence and academic achievement of student teachers. But this correlation was very slight.

Singh smith, Koteswari B. Vemireddy, (2006) studied emotional intelligence and coping resources of stress among project managers. The study found out: Highly emotional intelligent people use more of coping resources of stress. Highly emotional intelligent people use more of cognitive and physical types of coping resources. With increase in age, emotional intelligence increases. With increase in age of the project managers the effectiveness of using the coping resources of stress also increases.

It was found out that the students of B.A.I. (N.C.C.) do not differ from the students of B.A. I. (N.S.S.) in their emotional intelligence. The participation in N.C.C. or N.S.S had no effect on their emotional intelligence at this stage. The students of B.A. III participating in N.C.C. have better emotional intelligence than B.A. III students participating in N.S.S. It suggests that N.C.C. activities, which are more regularized and disciplined, help the students to be more emotionally intelligent. B.A. III students taking part in N.C.C. have better emotional intelligence than B.A.I students taking part in N.C.C. It shows that two years of training in N.C.C. develop the emotional intelligence. B.A. III students participating in N.S.S. do not differ significantly from the N.S.S. students studying in B.A. I in the development of emotional intelligence.

Upadhyaya, Pratik, (2006) analysed the personality of emotionally intelligent student teachers.

It was found out that as compared to high emotionally intelligent student teachers, student teachers with low emotional intelligence were more apprehensive, casual, inhibitive, lethargic and convergent. It means that they were more uneasy and worried about future unhappy feelings and failures; were less cautious, irregular and liked to take more rest, hindered and restrained others, lacked energy
and felt tired and uninterested and conformed to the opinion or path accepted by most of the persons. Student teachers with high emotional intelligence were more complement and had more self confidence, were hard working, helped others in constructive way; were more motivated, energetic and full of enthusiasm and turned away from the accepted or given path or opinion. The student teachers with high and low emotional intelligence do not differ on the 15 personality traits like experimentive vs. conservative, emotionally stable vs. excitable, spiritual vs. materialist, social vs. self-centred, adaptive vs. rigid, inquisitive vs. non-curious, relaxed vs. tensed, 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.


It was found out that there is significant difference in teaching work motivation among student teachers with high and low emotional intelligence. It was found that as compared to high emotionally intelligent student teachers, less emotionally intelligent student teachers have less teaching work motivation. For highly emotionally intelligent student teachers emotional intelligence is positively related to teaching work motivation but for less emotionally intelligent
student teachers it is not significantly related to teaching work motivations.


The study found out that student teachers with low emotional intelligence have high economic and hedonistic values as compared to the student teachers with high emotional intelligence. However, there exists no significant difference between the two groups on the rest eight values namely religious, social, democratic, aesthetic, knowledge, power, family prestige and health values.


It was found out that student teachers with high emotional intelligence do not differ from those with low EI on values namely religious value, social value, aesthetic value, academic value, domestic value, economic value, democratic value and physical value. It means that student teachers with high or low emotional intelligence give equal preference to all values.

Singh, Gaurav; Singh Asha, (2006) presented their views on development of emotional intelligence: Role of a teacher educator. They cited that emotional intelligence is a factor which is either developed or is destroyed depending upon environmental experiences
provided by parents, teachers and society (Mangal 2004) Hence, it is a right time to implement an emotional literacy curriculum in teacher education (Kassen 2001). All these inferences pointed towards the responsibilities of a teacher educator in developing the emotional intelligence literacy skills in teacher trainees so that they might be able to give an emotionally intelligent society to the nation.

What specific emotional knowledge and skills should become part of teacher education curriculum to better prepare pre service teachers? In this concern Cohen (2001) suggested three fold programme for SEL that teacher education needs to address:

(i) The role of emotion in learning and in creating.

(ii) Emotional decoding skills.

(iii) Ways of using decoding emotions to solve real life social emotional problems.

Researchers concerned with emotional intelligence skills suggested following ten golden principles for developing emotional intelligence-

1. Label your feeling rather than labeling people or situations.

2. Distinguish between thoughts and feelings.

3. Take more responsibility for your feelings.

4. Use your feelings to help them make decisions.
5. Show respect for other people's feelings.
6. Feel energized, not angry.
7. Validate other people's feelings.
8. Practice getting positive value from emotions.
9. Do not advise, command, control, criticize and judge in hurry.
10. Avoid people who invalidate you.

Some more practical ideas to develop emotional intelligence were suggested by Azzopard (2003) by emphasizing or strengthening the self-control, reprogramming of outlook, connecting with right hemisphere, auto intoxication by minds, giving time out to the brain, learning how to let go, to be more realistic etc. we can succeed.


A significant relationship between deprivation and academic anxiety of high, low and moderate emotionally intelligent girls was found. It was evident that there was fairly high correlation between deprivation and academic anxiety of low emotionally intelligent girls. It was also clear that correlation between deprivation and academic anxiety for moderate emotionally intelligent girls was rather low. Deprivation and academic anxiety were related significantly in the case of highly emotionally intelligent girls.
Different areas of deprivation correlate differently with academic anxiety. For low emotionally intelligent girls emotional deprivation and parental deprivation showed very negligible correlation with academic anxiety whereas social deprivation, economic deprivation and educational deprivation show a positive correlation. For moderately emotionally intelligent girls the correlation coefficients was low. Correlation between emotional deprivation and academic anxiety was not significant. Other areas of deprivation were positively related with academic anxiety. Social deprivation and academic anxiety were positively related in the case of high emotionally intelligent girls. It appeared that high emotionally intelligent girls perceived more social deprivation due to their greater understanding of emotional behaviour of their own and other. If they were socially deprived they were more prone to have high academic anxiety. Correlation between educational deprivation and academic anxiety was not significant. It indicated that high emotional intelligence enhancesd the ability to cope up with lack of resources and facilities. The correlation between parental deprivation and academic anxiety for high emotionally intelligent girls was significant.

Pandey Kalplata, (2006) studied deprivation among emotionally intelligent girls. Five areas of deprivation were considered-viz. social, emotional, economic, educational and parental deprivation.
It was found out that there existed significant difference between girls having moderate emotional intelligence and low emotional intelligence as far as their perception of social deprivation is concerned. As compared to girls having high and moderate level of emotional intelligence, girls having low emotional intelligence perceive more absence of reasonable share of pleasant emotional experiences in their environment. Contrary to this, no such significant difference was observed when girls having high and moderate level of emotional intelligence were compared. It means that girls belonging to the compared groups have almost similar perception of emotional deprivation in their environment. In relation to economic deprivation it was found out that there existed significant difference between girls having moderate and low level of intelligence. There existed significant difference between girls having moderate or low and low or high emotional intelligence. Girls having high or low level of emotional intelligence, girls having moderate emotional intelligence perceived that they were being less rejected or separated from their parents. Contrary to this, no such significant difference was observed when girls having high and low emotional intelligence were compared on their perception of parental deprivation. Overall it was found out that there existed significant difference between girls having moderate or low and high or low emotional intelligence on deprivation.
Chauhan Reeta and Singh Kumar Hareesh, (2006) undertook a study of emotional intelligence of female student teachers in relation to their participation in co-curricular activities at educational level.

The study found out that graduate and postgraduate female student teachers do not differ significantly in relation to their emotional intelligence. The female student teachers who did not participate in co-curricular activities were less emotionally intelligent than those who were actively engaged in co-curricular activities.


The study found out that there exists a significant difference in realisation of educational responsibilities between high and low emotionally intelligent student teachers. The student teachers who had high emotional intelligence had greater understanding of their educational responsibilities than the student teachers who had low emotional intelligence.

Singh Bhawna, (2006) studied learning problems of high and low emotionally intelligent female students. The study found out that 50-60% students pertaining high and low e.i. faced these problems: no co-operation of teachers in solving the problems related to learning.
No availability of required books in the library. 50-60% highly emotionally intelligent girls faced the following learning problems: No availability of good books, Unable to find out similarities among similar things, habit of annoying at petty matters. 50-60% low emotionally intelligent girls faced these problems: excess of anxiety, get more punishment at the failure to answer the question of teacher, Unable to avoid lingual errors, get tired soon while studying, loneliness, hesitation in talking with teachers, unable to concentrate in studies due to many family members, fail to prepare for exams. An overview of the learning problems of female students showed that high and low emotional intelligence could effect the learning problems faced by them.


It was found on the basis of data collected that there exists no significant difference in emotional intelligence of shiksha mitra, B.T.C. and Vishisht B.T.C. teachers of parishadiya primary schools. There also existed no significant difference in emotional intelligence between male and female B.T.C. teachers. No significant difference was found between emotional intelligence of male and female Vishisht B.T.C. teachers. There also existed no significant difference between emotional intelligence of male and female shiksha mitras.
Maria Montessori's view was that more female teachers should be assigned to primary schools because they are more emotional. But this study refute this conception and suggested that both male and female teachers were equally emotional intelligent.

**Sing, Pratap Suneel, (2006)** undertook a comparative study of emotional intelligence of students studying in rural and urban schools.

The study found out that there exists no significant difference between the emotional intelligence of rural boys and girls. There also existed no significant difference between emotional intelligence of urban boys and girls. A significant difference was found between the emotional intelligence of rural and urban students. Rural students were more emotionally intelligent than the urban. It was also seen that girls belonging to rural area were more emotionally intelligent than the girls belonging to urban area. Emotional intelligence between boys and girls of urban/rural was similar and emotional intelligence of rural students was found greater than urban students.

**Dwivedi, A.N., (2006)** undertook a developmental study of emotional intelligence of students belonging to scheduled tribe.

The study aimed at comparing the emotional intelligence of 9th and 10th class students of scheduled tribe 10th class students. The study showed the evidences that emotional intelligence increases.

Clinical research suggested that individuals with Major Depressive Disorders (MDD) were cognitively inflexible exhibiting ruminative, rigid and automatic thoughts within negative schema. However existing neuro-psychological research on cognitive flexibility in this population has not employed emotional stimuli. Because research suggests that the performance of individuals with MDD is modulated when emotional stimuli are used, this study investigated the impact of emotional stimuli on cognitive flexibility performance through a novel emotional modification of the Wisconsin Card Sording Test. Controls were less flexible when stimuli were positive and individuals with MDD were less flexible when stimuli negative relative to the controls. This research suggested that these divergent styles of responding to emotional information might contribute to the relative risk of protection from depressed mood.

Marshall, Mrgaret A. and Brown Jonathan D. (2006) studied emotional reactions to achievement outcomes. If it is really best to expect the worst.

Expectancies of success are widely thought to influence people's emotional reactions to performance outcomes: the lower one's expectancies, the more delighted one should be following success and
the less disappointed one should be following failure. Although this proposition has been accepted almost as a truism, a review of the literature revealed that it has not been tested adequately. In this paper, the researchers reported two tests of this hypothesis, finding little evidence that low expectancies are beneficial. The discussions considered the applications of these findings for theories of emotion and the costs and benefits of positive thinking.

Taute, Harry A. (2006) undertook a study under the title ‘Response to Emotional Appeals: Cognitive or Emotional Control’?

Differences in responses to positive or negative emotional appeals have been attributed primarily to the extent or method of cognitive processing that each engenders. Even when messages of high emotional intensity or advertising incorporating mixed emotions are evaluated, researchers invariably attribute differences in responses to cognitive control or elaboration. However, recent research in psychology indicates that a personal competence in the recognition, management and utilization of emotions may hold the key to personal health, wealth and happiness. This research attempted to define the concept of emotional intelligence and determine whether individual differences in such a competence are discernable. Creation of such a measure allows experimentation to determine whether such a competence significantly moderates response to positive and negative emotional appeal in public service announcements. Implication fo
differences in emotional intelligence for persuasive messages with emotional content are discussed.

Neelakandan R. (2007) saw the emotional competence of primary school teachers. On the bases of data obtained it was concluded that there was significant difference between the teachers having essential qualifications only and teachers having higher qualification also in respect of their emotional competence. Hence the teachers having higher qualifications had better emotional competence than teachers having essential qualifications only. There was no significant difference between any two categories of sub-samples of teachers having experience below 10 year, 11-20 and above 20 years in respect of their level of emotional competence. It was also found out that there was no significant difference between government school teachers and private school teachers in respect of their emotional competence.

Dey Niradhar (2009) conducted a study on influence of EI on academic "self-efficacy and achievement. The result demonstrated that emotional intelligence and academic self-efficacy significantly correlated with academic achievement. On the basis of findings, it was suggested that emotional intelligence should be integrated into undergraduate curriculum.

Dr. Mishra R.S. and A. Sharma Anuprita (2009) undertook a study of Emotional Intelligence as determinant of teaching
effectiveness of secondary school teachers. They found out that 9.5% teachers had high E.Q. and 11.5% teachers had low EQ where 79% teachers had average EQ. They found out that E.Q. influences teaching effectiveness of teachers. Teachers with high E.Q. were superior to the teachers with low E.Q. in their teaching effectiveness.

**Duhan Krishna and Songwan Sheela (2009)** wrote an article on emotional intelligence. A vision they discussed the merging of emotion and intelligence as a cognitive ability under the caption of E.I.

**Indu, H. (2009)** wrote a paper on emotional intelligence of secondary teacher trainees. He explained that E.I. is a phase that incorporates the intricate aspects of both emotion and intelligence. Emotions rule the heart while intelligence reigns supreme in the brain. The twin qualities are inseparable and they exercise tremendous influence in the lives of individuals.

One of the objective of the study was to compare the mean scores of emotional intelligence in relation to gender.

The findings revealed that majority of the sample possessed average emotional intelligence and there was no significant difference in the emotional intelligence of the sub samples: gender, type of family and type of institution.

**Sunder P. (2009)** conducted a study on academic achievement and intelligence of students of bachelor of education (B.Ed.). The
study revealed that there is no significant difference between the mean scores of academic achievement of boy and girl students of B.Ed. Girl students were found to be better than boys on both of the dimensions.

**Varshney S.P. (2009)** studied the effect of parental encouragement on emotional intelligence of adolescents. The sample of the study consisted 100 boys and girls of inter colleges of Agra City. Results revealed that parental encouragement had a positive effect on the emotional intelligence of boys and girls both without any gender discrimination. Whereas gender difference exists with regards to E.I. Girls were found better on E.I. as compared to boys.

**Panda, S.K. (2009)** conducted a research on Emotional Intelligence and Personality Traits of Pupil Teachers and found that there was a significant positive correlation between Emotional Intelligence and normal behaviour of pupil teachers. The relationship between Emotional Intelligence and normal behaviour shows that the increase of Emotional Intelligence had positive effect on normal behaviour of pupil teachers, there was a significant negative correlation between Emotional Intelligence and neurotic behaviour of pupil teachers. The relationship between Emotional Intelligence and neurotic behaviour shows that the increase of Emotional Intelligence had negative effect on neurotic behaviour of pupil teachers, there was significant difference among normal and neurotic behaviour of pupil-teachers in Emotional Intelligence. This shows that normal and
neurotic behaviour of pupil teachers was different towards adjustment with their environment on the basis of Emotional Intelligence, there was no significant difference between males and females in Emotional Intelligence. This shows that gender does not create difference in Emotional Intelligence among pupil teachers, there was no Emotional Intelligence significant difference between rural & urban pupil teachers in Emotional Intelligence. This shows that locality does not create difference in Emotional Intelligence.

Sharma, R. (2009) conducted A Study on Art Competencies of B.Ed. Pupil teachers as correlates of emotional intelligence creativity and achievement motivation and found that subject to competencies in art in a important subject at B.Ed. level. This subject also has importance for the teachers teaching other subjects.

Singh G. and Girijesh K. (2009) studied on Emotional Intelligence and age, a study of secondary school teachers. They found that emotional intelligence of secondary school teachers differ significantly in relation to their age difference. It also has been observed that on the aspects like self awareness, emotional stability managing relation, integrity and self development teachers with age gape of 30 years and above are much better, whereas on the aspects like self-motivation, commitment and altruistic behaviour, the teachers with age gape less then 30years have greater mean value. There is no
significant difference on empathy and value orientation aspects of EI between teachers of age gap less than 30 years.

Dr. Indu, H. (2009) conducted a study on Emotional Intelligence of Secondary Teacher Trainees. Objectives of the study were— to compare the mean scores of Emotional Intelligence in relation to gender, to study the influence of type of family on emotional Intelligence of teacher trainees, to compare the Emotional Intelligence of the teacher trainees on the basis of types of institution namely, government, government-aided and private college of education. For the purpose descriptive survey method was used for data collection. Sample consisted of 502 teacher trainees studying in five different college of Education is Coimbatore district. Own tool namely, Emotional Intelligence Scale (EIS). Statistical measures used were Mean, standard Deviation, t-test and analysis of variance. Findings of the study were Majority of teacher trainees of Coimbatore district passes average emotional intelligence. It was seen from the results that male and female teacher trainees did not differ in their emotional intelligence. The result also showed that there is no significant difference between the emotional intelligence of teacher trainees based on the sub-samples; type of family and type of institution.

Wong, C.S., Wong, P.M., & Peng, K.Z. (2010) Empirically investigate the potential effect of school leaders' (i.e., senior teachers)
El, as measured by the 16-item scale developed by Wong and Law (2002), on teachers' job satisfaction in Hong Kong. In study 1,107 teachers were asked to list the attributes of successful senior teachers/mentors in their schools. In study 2,3866 school teachers and middle level leaders were surveyed on their El and job satisfaction level. For the 3866 teachers, the correlation between their El and job satisfaction scores was 0.30. Middle level leaders' average El was significantly related to the average of ordinary frontline teachers' job satisfaction (r=0.21). Results showed that school teachers surveyed also indicated that El is positively related to job satisfaction. The main implication of this study is that the teaching profession requires both teachers and school leaders to have high levels of El. Practically, this implies that in selecting, training and developing teachers and school leaders, El should be one of the important concerns and that it may be worthwhile for educational researchers to spend more efforts in designing training programs to improve the El of teachers and school leaders.

Cary Cherniss (2010) build a case for how E.I. contributes to the bottom line in organisations. The data came from a variety of sources. Learned optimism generated greater sales in life insurance.

Dr. Sharma, A.K., Chamanal and S.K. Sharma (2010) studied the relationship between emotional intelligence and academic achievement. The objective of the study were to study the relationship
between emotional intelligence and academic achievement of scheduled caste male students of arts and science stream, SC female students of arts and science stream. Ex-post facto method was used for the study. Academic achievements examination records, Mangal Emotional Intelligence inventory and Jalora's Group General Mental Ability Test was used as the tools to collect the data for the purpose. The 't' test was used to analyse the data and found that there is significant difference between mean achievement scores of male schedule caste students of class XI of art and science. The male scheduled caste students having high emotional intelligence are in general superior to their counter parts. The same result was obtained for male SC students of science steam and female SC students of science and arts steam.

Sowmya, H.S. and Ningamma C. (2010) studied on emotional intelligence in relation to personality and found that there is significant difference in the emotional intelligence of extroverts & introverts, there is significant difference in the level of emotional intelligence among rural and urban secondary school female teachers, the emotional stability is significant or more among extrovert than introverts, the emotional stability is significant or more among rural secondary school female teachers than urban secondary school female teachers.
Alam, Md. M. (2010) studied on Effect of Emotional Intelligence and Academic Stress on Academic Success among Adolescents and found the result favouring the girls on the academic measure may be attributed to their E.I. to cope efficiently with the stressful conditions and directing their energies for better academic and future on the other hand the emotional intelligence, favouring girls might be due to the fact E.I. primarily deals with managing and expressing one's emotions as well as social skills, since girls tend to be more emotional and intimate in relationship as compared to boys, their emotional intelligence ought to be higher than of boys.

Vandana V. Jadhav and Kumar A., Patil, B. (2010) Emotional Intelligence among Student Teachers in relation to General Intelligence and Academic Achievement. Objectives of the study were– to study the emotional Intelligence among students teachers, to study the General Intelligence among students teachers, to study the Academic Achievement among student teachers, to study emotional intelligence among student teachers in relation to General Intelligence, to study Emotional intelligence among student teachers in relation to Academic Achievement. Descriptive survey method was employed. For the purpose of the study 141 students teachers studying in the college of education in Satara City (M.S) were selected as sample. The following tools were used (1) Mangal Emotional Intelligence Inventory developed by Dr. S.K. Mangal and Mrs. S. Mangal. (2)
**General intelligence Test** developed by S.K. Pal and K.S. Misra. (3) **Academic achievement Score** for academic achievement score, scores of students teachers theory marks obtained in annual examination were taken.

The finding of the present study proves that there is no relationship between emotional intelligence and General Intelligence. It also reveals that Emotional Intelligence has no relationship with Academic Achievement of student teachers.

Emotional Intelligence can be learned and gradually developed. So the emotional literacy program should be organized for student teachers. This program will be beneficial and helpful to student teachers in improving their Emotional Intelligence. It will be also useful in improving student teachers' performance in college.

**UNIQUENESS OF PRESENT STUDY:**

It is obvious from the review of the related research studies that personality factors, Emotional Intelligence and Teaching Competency of teacher trainees have not been studied and compared into context of govt. aided and self-financed teachers education institutions. Therefore, the study is unique and original.