CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The review of related literature gives a clear and definite idea about the problem on which the investigator carries out his research. For the present study, investigator referred the studies done by the researchers earlier related to the present which gave an idea to formulate the problem of the present study consistent, specific and relevant and also gave an idea about the methodologies adopted for different studies and objectives of the studies. Major findings of the study also help an investigator to sharpen the problem and state specific objectives and to select suitable methodologies and to utilize proper tools and techniques for the study and also to get an idea about the major findings of his/her own study. Hence review of related literature is an important stage of research in which the investigator has to finish within the time before conducting the research.

2.2 Reviews related to Teacher effectiveness

2.3 Reviews related to Self-Concept

2.4 Reviews related to Adjustment

2.5 Reviews related to Personality

2.6 Reviews related to Emotional Intelligence

2.2 REVIEWS RELATED TO TEACHER EFFECTIVENESS

Maheshwari (1976) explored the classroom verbal interaction pattern of effective and ineffective teachers. The main findings of the study were: effective teachers used the categories of "accept feeling, praise, uses student ideas, questions students’ response and initiation". Whereas ineffective teachers employed "Lecture direction and authority "categories in the classroom behaviour. The effective teachers involved more indirect influence, student initiation, teacher response ratio and pupil steady state ratio. Whereas, ineffective teachers involved more direct teacher talk, silence or confusion, steady state ratio and non-stimulating situation in classroom behaviour. In the effective teachers teaching, student response and initiations’ were followed by teachers praise and accepting feelings. Where as ineffective teachers teaching student response and initiative were followed by directions and authority. And the effective teachers involved more creative teaching models.
Grewal's (1976) investigation showed that main predictors of teacher effectiveness are home, health, social, emotional and total adjustments, dominance, submission and verbal and non verbal intelligence.

Gupta (1976) conducted a study on prediction of teacher effectiveness and found that highly effective teachers differ significantly with respect to 9 personality factors and the less effective teachers are less intelligent and are having lower self concept.

Maheswari (1976) studied the classroom verbal interaction pattern of effective and ineffective teachers. It was found that effective teachers use the categories of accept feeling, praise, use student ideas, student response and initiation, whereas, ineffective teachers employed lecture, direction and authority categories in the classroom behaviour.

SOHONI,B.K. and others, 1977, A study of the development of Teacher Effectiveness through Teaching Practice, SNDT College of Education for Women, Pune. The objectives of the study investigation were: (i)to find out at which lesson or lessons in the teaching practice period, the teacher's effectiveness in general reached the maximum,(ii)to ascertain if this point of maximum development was the same or different for experienced trainers and fresher’s and whether this point differed with differed school subjects,(iii)to determine the extent of agreement of assessment of the teacher's effectiveness in general with that when behaviour components were taken together,(v) to find out if this agreement differed with different subjects and with experienced and fresh trainees,(vi)to assertive in if all the behaviour components were equally effective in lessons in different subjects, and(vi)to examine if trainees showed a tendency towards systematic improvement in all behavior components. Methodoly: The sample comprised all the 99 trains that had of freed subject other than home science and Gujarati during 1973-74 in the SNDT College of Education for Women, Pune. One thousand four hundred and fifty –six lessons of the trainees were assessed for data collection. The tool used was a preformed giving twenty-one behaviour components of the teacher's effectiveness to be assessed on anima-point scale. The lessons were assessed component-wise and also as a whole. The major findings (I) the coefficients of correlation obtained between the overall grade and the grad computed on the basis of assessment of compounds were quit significant in respect of both the experienced and the inexperienced teachers. The relationship was higher in the case of subjects in which subject experts observed higher percentages of lessons,(ii)In the case of experienced teachers, teachers' effectiveness in general reached limit on sixth, seventh or eighth lesson in all subjects except science.
Chris Kyriacou and Newen (1982) revealed the problems related to research on Teacher Effectiveness in schools. They recognized problems regarding the three main approaches to examine classroom process/systematic observation, participant observation and questionnaire surveys are discussed and problems of research design and analysis considered. In considering the applications for further research, the paper calls for development of measures reflecting a variety of educational benefits occurring from good teaching to be used criteria for teacher effectiveness to complement the emphasis placed on the previous research on tests of attainment. In further stressed that more attention needs to paid to the teachers and pupils perceptions of teachers performance and the lesson content.

Seth and Patel (1985) made a study on the relationship of creativity, intelligence, emotional maturity and self acceptance to teacher effectiveness the finding of the study was that there was significant relationship of creativity, intelligence and emotional maturity to teacher effectiveness. The main effect of self acceptance was not significant.

Padmanabhaiah (1986) investigated that age of the teachers significantly influenced the level of the teacher effectiveness.

Aubrecht et all (1986) studied two classes of each of four hundred high school teacher who were rated for Teacher Effectiveness by the teachers and by their students. Results indicate similarity in factor self-ratings. Summary factor scores for multi-trait, multi-method analysis were established convergent validity co-efficient were significant for all factors.

Morsh (1986) on his confined empirical study to the two American measurements designed to measure student’s evaluation of university teacher effectiveness found that all items were judged to be appreciated by a large majority of students. All items were selected by some students as being most important. There was a surprising consistency in the items judged to be less appropriate and most important. All but the work load and difficulty items clearly differentiated between good and poor instructors. Factor analysis generally replicated the factors that each instrument was designed to measure and multi-trait multi-method analysis demonstrated strong support for both the convergent and divergent validity of response to the instruments.

Purser (1986) investigated the relationship between a classification of teacher effectiveness determined by student achievement on a set of teacher variables which include years of teaching experience on a sample of 87 high school teachers and found that there was
no significant relationship between the collective set of selected teacher variables and teacher effectiveness.

Singh (1987) conducted a study of teachers’ effectiveness and its correlates at higher secondary stage. Major Findings: He found that (a) No significant was found in the mean scores of male and female teachers in their effectiveness was observed; (b) There was a non-significant difference in mean scores of male and female teachers belonging to rural and urban areas in their attitude towards teaching.

Moha Patra (1987) made a study on Teacher Effectiveness as an observation study and found that sex has no significant affiliation with Teacher Effectiveness scores. In case of patience and sympathy, women teachers were better than men teachers but in all other aspects men teachers were better than women teachers. Less experienced teachers appear to be pupil-oriented showing more effective social and humanities teachers were less friendly, science teachers were stereotyped and humanities teachers were more communicative. And teachers with post graduation were outstanding in most of the aspects over the graduated teachers. There was positive and strong association found between Teacher Effectiveness and the attainment of the B.Ed level.

Singh (1987) conducted a study of teachers’ effectiveness and its correlates at higher secondary stage. He found that (a) No significant was found in the mean scores of male and female teachers in their effectiveness was observed; (b) There was a non-significant difference in mean scores of male and female teachers belonging to rural and urban areas in their attitude towards teaching.

Noerrlinger (1987) concluded a study to examine student feedback on teacher effectiveness and those factors, which might influence student feedback on a sample of 19 principals, 76 teachers and 1500 student. Result indicated that elementary students can be reliable source of information on teacher effectiveness. The students agreed with the principles and rated the more teachers significantly higher than the less effective teachers on personal interest, classroom management, presentation, guided practice and independent interactions were found between students' feedback on teachers effectiveness and the teacher’s age, sex, experience level, ethnic origin and educational level.

Duschner (1987) revealed that significant correlations were found between classroom teaching behaviour and overall teacher effectiveness. Further most, relationship between
classroom behaviours and overall effectiveness varied substantially in magnitude and direction depending on a grade level, academic level and subject area.

**Prakasham (1988)** conducted a study to find teacher effectiveness as a function of school organizational climate and teaching competency. Major Findings: The major findings were: (i) The open school organizational climate positively affected both the teaching competency as well as teacher effectiveness; (ii) Teachers of urban schools significantly excelled over teachers employed either in semi-urban and rural schools or schools located in industrial areas on both teaching competency and teacher effectiveness; (iii) Females scored invariably higher with insignificant difference in all types of schools, categorized in terms of territory, management type and organizational climate; (iv) Moderately better teacher effectiveness was observed in schools under Christian management; (v) There existed a significant relationship between teaching competency and teacher effectiveness; and (vi) Teaching competency, territorial variations as well as school organization climate yielded highly significant main effects whereas sex and management types did not.

**Sheela (1988)** conducted a study to observe the change in teaching behaviour as a function of inculcation of values predicting teachers’ effectiveness. Major Findings: The findings of the study showed that the value confrontation treatment was found effective in improving the qualitative teaching behaviour of the student-teachers of all teaching subjects. However, the improvement in the teacher-trainers of social science and mathematics was significantly higher than that of the language and mixed subject groups.

**Atreya (1989)** conducted a study of teachers’ values and job satisfaction in relation to their teaching effectiveness at degree college level. Major Findings: It was found that (i) At degree level, teaching effectiveness was significantly related to values and job-satisfaction; (ii) Teaching effectiveness was found to be a normally distributed trait; (iii) The effective teachers markedly differed from ineffective teachers on the job satisfaction scale and they were endowed with a value pattern which accounted for their effective teaching.

**Veeraraghavan et al. (1989)** made a study to find the relation among school achievement, student motivation and teacher effectiveness in different types of schools. Major Findings: The major finding of the study is that teacher effectiveness was positively correlated with school achievement. in preparing an Individualized Educations Plan (IEP) on 60 special education teachers. The findings revealed that issues involved in improving the
IEP process are not limited only to teacher effectiveness in writing IEPI’s but also include other factors within the educational system.

**Fecser (1989)** conducted a study to investigate whether highly effective sensitive teacher of severely behaviour disordered students demonstrate higher rates of effective teaching behaviour than teacher low in this dimension. It was found that there were no significant differences between the coded instructional behaviour of High Scoring Teachers (HST) and Low Scoring Teachers (LST).

**Kumar (1991)** conducted a study to find the relationship of teacher effectiveness among different groups of teachers in relation to Personality Traits. Major Findings: The findings of the study showed that teacher effectiveness and personality traits of Arts, Science and Commerce teachers had no relationship.

**Srivastava and Dube (1991)** developed scientific equation to predict teacher effectiveness in context of Personality Traits. Major Findings: The correlation between personality traits and teacher effectiveness varied from 0.4129 to 0.6166 in case of high integration of teaching skills and from 0.7156 to 0.7516 in low integration of teaching skills.

**Singh (1991)** conducted a study on creativity and intelligence as correlates of teaching effectiveness of secondary school teachers. Major Findings: The major findings were: (i) Among the male and female teachers, teaching effectiveness was positively related with fluency, flexibility, originality, composite creativity and intelligence; (ii) creativity and intelligence taken jointly were considered better predictors of teaching effectiveness than taken separately.

**Shah (1991)** attempted to study to find the certain determinants that make teacher effectiveness. Major Findings: The major findings of the study are: (i) Teacher effectiveness was significantly affected by teaching aptitude, job satisfaction, job attitude, job motivation, personality, value pattern, self-concept, intelligence and organizational climate; (ii) The variables like locality, ‘type of school, level of educational qualification, grade and teaching experience also determined teacher effectiveness to some extent; (iii) Teachers’ satisfaction with the nature of work and working conditions, positive attitude towards the children and the job, adaptability, mental ability, professional information, intelligence, knowledge value, intellectual self-concept, political value and some job motivation factors, e.g. peaceful quality of job, “livelihood, influencing opportunity and enough leisure were assessed as paramount.” Determinants of teacher effectiveness.
Vashistha and Verma (1991) attempted to study and identify specific qualities and characteristics of effective and ineffective teachers. Major Findings: The major findings of the study are: (i) Effective and ineffective teachers had sharp distinction in relation to the following personality traits: emotional construction, marked inhibition of sexuality, dependency, difficulty in establishing close personal relationship given to introspection; (ii) Effective teachers were superior in emotional construction; (iii) Effective teachers had marked inhibition of sexuality as their personality trait, while ineffective teachers were ruled by the immediate needs of gratification and they tended to act on impulse without inhibition; and (iv) Effective teachers had depended on personality characteristics, whereas ineffective teachers had difficulty in establishing close personal relationship.

Swami (1992) conducted a study on the influence of intelligence, emotional maturity and self-concept on teacher effectiveness of secondary school teachers. The findings of the study were: (i) intelligence and emotional maturity were significant factors of teacher effectiveness. (ii) Self-concept was found to have no significant influence on teacher effectiveness.

Singh (1993) examined the teachers’ effectiveness in relation to their sex, area and adjustment. The Teachers’ Effectiveness Rating Scale and Mangal Teacher Adjustment Inventory were used to collect the data. Major Findings: It was found that (i) There was a significant difference between male and female teachers in their adjustment; (ii) The coefficient of correlation between teachers’ effectiveness scores and adjustment of the rural teachers were not significant; and (iii) Among the urban teachers, the coefficient of correlation between the teachers’ effectiveness scores and adjustment was significant.

Brodney (1993) attempted to study the relationship between student achievement, student attitude and student perception of teacher effectiveness and the use of journals as a learning tool in mathematics on a sample of 542 students. The findings revealed that students perceive that they have a greater opportunity to learn and perceive that their teachers are more effective when journal writing is used as a tool for learning mathematics.

Singh (1993) conducted a study to examine teacher’s effectiveness in relation to gender, area and adjustment on a sample of 330 teachers (of both sexes) from 22 higher secondary schools (belonging to rural and urban areas), and concluded that there was a significant difference between male and female teachers in adjustment in favour of male
teachers. The co-efficient of correlation between teacher effectiveness scores and adjustment was significant for urban teachers and not significant for rural teachers.

**Babu and Gnanaguru (1995)** conducted a study on teacher effectiveness and involvement in teaching of commerce teachers at higher secondary level in Tamil Nadu. Two hundred and eighty-eight teachers of commerce were randomly selected from 44 higher secondary schools of Tamil Nadu. Teachers’ Effectiveness Inventory and Teachers’ Involvement Inventory were used to collect data. Major Findings: It was found that (i) The traits directly related to teacher effectiveness have more impact upon the effectiveness of teaching in commerce than the traits indirectly related to teacher effectiveness; (ii) Sex and locality of the commerce teachers had no effect upon teacher effectiveness; (iii) the commerce teachers with a ‘research degree have been found with greater effectiveness in teaching; and (iv) the involvement of teachers in teaching commerce and their effectiveness of teaching are found to be correlated significantly.

**Rao (1995)** conducted a study to find the relationship of teacher effectiveness in relation to creativity and interpersonal relationship. Major Findings: There was found no significant relation between teacher effectiveness and teaching experience. A significant relationship was found between creativity and teacher effectiveness interpersonal relation, so also found significant difference between rural-urban teachers with reference to interpersonal relationship.

**Biswas and De (1995)** revealed following aspects: male and female teachers differed significantly on Teacher Effectiveness and the female teachers were comparatively much effective than their counterparts.

**Ganeswara (1995)** evaluated the effectiveness of primary and secondary level teachers with different potentials of creativity and different nexus of interpersonal relationships. The findings revealed that no significant relation was found between teacher effectiveness and the income or years of service of the teachers. Significant relationships were found between teacher effectiveness, creativity and inter-personal relationships. Significant differences were found between rural and urban teachers with reference to inter-personal relationships.

**Deva (1996)** in his study concluded that Intelligence as a predictor was of negligible importance. The most important characteristics of efficient teacher were kindness, effective questioning, fluent expression, maintaining good relationship and good use of material aid.
Cheng Yin and Tung Tsui Twok (1996) made a study “multimode’s of Teacher Effectiveness implications for research”, presented a new conception of teacher effectiveness. It includes seven models.

They were:
1. Goals and Task
2. Resource utilization
3. Process
4. School constituencies satisfaction
5. Accountability
6. Absence of problems and
7. Continuous learning

Pradhan (1997) observed that there is no significant difference between Teacher Effectiveness of male and female secondary school teachers.

Indira (1997) made a study on attitude of effective and ineffective teachers towards teaching profession. The major findings of this study were: There was no significant difference between male and female teachers in their Teacher Effectiveness. There was significant difference in the Teacher Effectiveness of two groups of lecturers that is, below 35 years and above 35 years of age. Subject of teacher was not an influencing factor for Teacher Effectiveness. Lecturers working in degree colleges seemed to be more effective than the lecturers working in junior colleges. And there was no significant difference between the two groups of lecturers working under different management that is, government and private regarding Teacher Effectiveness.

Askew et al. (1997) studied 90 mathematics effective teachers at king's college, London. The study looked at teacher beliefs about teaching, learning and mathematics, and distinguished three teacher ideal-types: connectionist, transmission and discovery orientated. These ideal types could be distinguished on the basis of teachers’ beliefs about what it means to be a numerate student, their beliefs about how best to teach numeric and their beliefs about students and how they learn to be numerate. Highly effective teachers were characterized by connectionist beliefs, while transmission and discovery orientations tended to characterize some of the less effective teachers.

Young et al (1998) studied student teachers personal construction of teacher efficacy. It was conducted for a sample of 27 students in Hong Kong by employing the repertory grid technique. The result indicated that third year students perceptions were more homogeneous than those of first year students. It also indicated that teaching efficacy was viewed in terms
of the dimension of concern for instructional participation and relationships with students, academic knowledge and teaching skills, lesson preparation, management of class discipline, teaching practice, electives, students’ teaching practice supervisor electives were the major source for the development of a sense of teaching efficiency.

**Vasanthi and Anandhi (1997)** undertook a study on 417 B.Ed. student teachers to throw some light on the influence of some factors on teacher effectiveness of student teachers. Major Findings: It was found that (i) It was found that the factor of intelligence had high positive relation with teacher effectiveness among the B.Ed. students, (ii) The positive correlation indicated that higher the intelligence the better: was the teacher effectiveness as perceived by the teacher educators, (iii) It was found that the inter-correlation matrix of male student-teachers showed a significant correlation between teacher effectiveness, intelligence and achievement motivation, (iv) The inter-correlation matrix of women B.Ed. student teachers, intelligence, self-concept, attitude towards teaching was found to be significantly correlated in the positive direction with teacher effectiveness.

**Raja et al. (1998)** focused on Teacher Effectiveness and school organizational climate of boys’ higher Secondary School in Tutoring. The sample comprised of 279 teachers of eight higher Secondary School of boys and four rural schools of Tutoring. Findings revealed that the teachers did not differ significantly with respect to their age, marital status, religion, birth order, caste group, cadre, subjects handled, classes handled, and medium of instruction, qualifications and nature and locale of the school where they were working. As regards organizational climate, only a controlled climate was prevailing in all the higher Secondary School selected for the present investigation, except in one school where autonomous climate was prevailing. Though there were differences in private schools and area of location of the schools, i.e. urban and rural, they did not have any impact on the organizational climate. Efficiency of teachers was low in schools having controlled climate whereas it was average or above average in schools having autonomous climate.

**Indira (1999)** studied Teacher Effectiveness in relation to work orientation and stress. For this a sample of 200 lecturers and random sampling technique was used. She found that, stress was not a significant factor in influencing teacher effectiveness. But it showed that higher the stress, lower the effectiveness and vice-versa among teachers. Experience influenced stress significantly. The stress due to intensity of work, students’ behavior and extrinsic annoyers was significantly higher among more experienced lecturers.
Patil (1999) conducted a study of relationship between perceived Teacher Effectiveness and presage variables of junior college teachers. Major Findings: It was found that the achievement motivation of junior college teachers of science faculty is better than that of arts faculty while job-satisfaction of junior college teachers of the science and commerce faculties is better than that of the arts faculty.

Kaur (2000) conducted a study on the impact of B.Ed. programme on teacher effectiveness, personality, teaching aptitude and attitude towards teaching of prospective teachers. The finding of the study was that B.Ed. programme was effective in bringing changes in teacher effectiveness, teaching aptitude towards teaching and personality traits of prospective teachers.

Anderson I P (2002) in his study reflects the view that students appear to be unable to separate their perceptions of the teachers effectiveness from that of technology and method of course delivery. When other variables are held constant, students named the effectiveness of the professors, teachers was lower.

Vijaya Lakshmi(2002) conducted a study on the factors affecting teacher effectiveness. The findings of the study were: (i) age was a significant factor of teacher effectiveness. (ii) Variables like sex, marital status, and qualification, status of college, management and subject of teaching have no influence in teaching effectiveness.

Paul and Kumaravel (2003) studied the teacher effectiveness of elementary school teachers. The finding of the study was that factors like experience, community, type of management and locality had significant influence in teacher effectiveness.

Campbell R J, Kyariakides, L maujs R D and Robinson W (2003) in their article suggested that there is need for the development of more differentiated models of teacher effectiveness. An overview of research is given that looks at whether there is evidence for differentiated models of teacher effectiveness in four areas:

1. Different discipline and curriculum areas
2. Pupil background and ability
3. Pupils personal characteristics and
4. Different teacher roles.
Latha, Sangeetha and Ananthasayanam (2004) studied on the emotional intelligence and teacher effectiveness of school teachers. The finding of the study was that emotional intelligence did not influence effectiveness in teaching which a contradiction to the concept of emotional intelligence was.

Dash N.D& Behera N.P(2004) have studied teacher effectiveness in relation to their emotional intelligence. The present study attempts to examine the effect of emotional intelligence on teacher effectiveness at senior secondary school teachers. From the analysis of the result, it was found that there is a positive effect of emotional intelligence on teacher effectiveness at the senior secondary school level. The teacher effectiveness of various dimensions on differential between high and low emotional intelligence teachers are also found positively different.

Madsen, et.all. (2005) in a study, examined pre-service and experienced teachers' ratings and comments on teacher effectiveness and student learning after observing video taped music classes. Analysis indicated that all groups make more comments about the teacher regardless of whether they watched the teacher tape or student tape. Experienced teachers are more critical in their evaluations and make more judgment statements than the undergraduate subjects. Total ratings of the teachers are significantly higher than those of the students. No differences are found due to focus of attention of observation.

Srivastava (2005) studied Teacher Effectiveness of upper primary schoolteachers of different age groups. The sample comprised of 110 male and 128female teachers working in the upper primary schools at urban location situated in Tehri Garhwal district. The data was collected by using Teacher Effectiveness scale of Kumar and Mutha. The findings revealed that the Teacher Effectiveness of male teachers dilutes with their increasing age. The Teacher Effectiveness of female teacher increased to some extent with their increasing age. The age variable did not produce a significant impact on Teacher Effectiveness. The male and female teachers did not differ significantly with one another at different age- level. Thus, age was a mild determinant of Teacher Effectiveness.

Rai (2005) found the factors of effective teaching from the student ratings of teacher characteristics and determine if there was any agreement between student evaluation of teaching and self – evaluation of teaching using the criteria. Tools used in the study were rating scale for student evaluation of teaching effectiveness and attitude scale by Ahluwalia. Students and teachers had similar views regarding the criteria of effective teaching. Self –
rating of teacher with respect to overall teaching effectiveness was significantly higher than student rating of the same. Significant correlation was found in the teaching effectiveness score of male and female teachers.

**Ajay Kumar Mohanty (2006)** stressed that there is a need for implementing student rating as a policy indicator for evaluation of Teachers’ Effectiveness.

**Leigh (2006)** estimated Teacher Effectiveness changes in students test scores within the period of two years. Using a data set covering over 10,000 Australian primary school teachers and over 90,000 pupils, He estimated how effective teachers are in raising students’ test scores from one exam to next. Since the exams are conducted only every two years, it is necessary to take account of the work of the teacher in the intervening year. Even after adjusting for measurement error, the resulting teacher fixed was widely dispersed across teachers, and there was a strong positive correlation between a teacher’s gains in some, though not all, observable teacher characteristics. Experience had the strongest effect, with a large effect in the early years of a teacher’s career. Female teachers did better at teaching literacy. Teachers with a master’s degree or some other form of further qualification did not appear to achieve significantly large test score gains. Overall, teacher characteristics found in the department payroll database could explain only a small fraction of the variance in teacher performance.

**Roul (2007)** investigated the Teacher Effectiveness and organizational climate of autonomous and non-autonomous college teachers. The sample consisted of three general autonomous colleges and three non-autonomous college of Orissa. As many as 7 departments and 7 teachers from each department were selected, on random basis. Tools included Teacher Effectiveness Scale by Kumar and Mutha, Organizational Climate Description Questionnaire (OCDQ) by Sharma and Teachers Rating scale. There was a significant difference between autonomous college teachers and non autonomous college teachers on Teacher Effectiveness. Autonomous college teachers were found more effective than non-autonomous college teachers. Male teachers of autonomous college were found more effective than the male teachers of non-autonomous colleges. Female teachers of autonomous colleges were more effective than the female teachers of no autonomous colleges. Autonomous college teachers were found more effective organizational climate than the non-autonomous college teachers. Combined effect of type of college and organizational climate did not produce significant effect on Teacher Effectiveness.
Adegbile and Adeyemi (2008) examined quality assurance through Teacher Effectiveness. One hundred primary schools teachers of Using State, Nigeria were included in the sample. An observational instrument tagged Classroom Interaction Sheet (CIS) was used for assessing teacher’s effectiveness as an index of quality assurance. The results indicated that no significant relationship existed between the male and female teacher in each category of the observed behavioral indices. No significant difference based on the categories was observed.

Satwinderpal (2008) studied occupational stress in relation to Teacher Effectiveness among secondary school teachers. A representative sample of 1000 government secondary school teachers was randomly selected from the four districts, Ludhiana, Patiala, Muktsar and Mansa of Punjab. With the help of teacher effectiveness scale 213 highly effective and 203 less effective teachers were identified and 200 highly effective and 200 less effective teachers were taken for the study. To study the teacher effectiveness, the Teacher Effectiveness Scale (TES) by Kumar and Mutha was used. Results revealed that the values of correlation coefficients between Teacher Effectiveness and occupational stress were -.871, -.468 and -.892 for the highly effective, less effective and total group of teachers. All the values were negative and significant. The findings indicated that with the increases in the level of occupational stress the effectiveness of the teachers reduced.

Sridhar and Badiei (2008) examined and compared the teacher efficacy of higher primary school teachers in India and Iran by surveying 225 Indian teachers and 222 Iranian teachers. Overall participant teacher efficacy scores were almost high. Iranian male teachers had high personal efficacy than counterparts in India. Results also revealed that no significant differences regarding efficacy beliefs on both dimensions for number of years of teaching experience even when compared as a function of country.

Shukla (2009) carried out an investigation with the objective of finding out the relationship among teaching competency professional commitment and teacher effectiveness. The study was carried out on a sample of 300 teachers of sixteen higher secondary schools in Trichy and Lalgudi educational districts. The stratified random sampling technique was employed for selecting the sample form population. The Carl Person’s product moment correlation was used to find the conclusions. Major Findings: The study revealed that there exists a high positive relation between professional commitment and teacher effectiveness but
the relation between teaching competency and professional commitment came to be positively very low.

**Dhillon and Navdeep (2010)** explored Teacher Effectiveness in relation to other value patterns. The sample comprised of 100 male and 100 female teachers. Two tests Teacher Effectiveness Scale (TES) and Teacher’s Value Inventory (TVI) had been used. Results of the study had shown no relationship between teacher effectiveness and value patterns of teachers. There was no significant difference in the level of Teacher Effectiveness of male and female, government and private schools teachers. There was no significant difference in the value patterns of male and female teachers and government and private school teachers.

**Sawhney and Kaur (2011)** examined Teacher Effectiveness in relation to self-concept of elementary school teachers. Teacher Effectiveness Scale by Kumar and Mutha and Self-Concept Inventory by Mohsin were used for data collection from elementary school teachers of Punjab State. Results of the study revealed that there was no significant difference found in the Teacher Effectiveness of male and female teachers. A significant difference was found between self concept of male and female elementary school teachers. There existed significant relationship between Teacher Effectiveness and self concept of male and female elementary school teachers.

**Sharma, S. and Kalia, K.A (2014)** A study of teacher effectiveness in relation to job satisfaction of secondary school teachers. Objective: To determine the relationship between teacher's effectiveness and job satisfaction of secondary school teachers. Methodology: A sample of 100 secondary school teachers (47 male and 53 female) was selected from 16 secondary school (seven government and nine private) located in urban and areas of Rohtak district. The major findings (i) the researcher visited government and private secondary schools situated in the Rohtak district of Haryana state. (ii) the teacher effectiveness scale and job satisfaction scale were administered on male and female teachers. (iii) the score of teachers in these tests were tabulated and analyzed by using appropriate statistical techniques.

**James Cowan et.al(2015)** National Board Certification and Teacher Effectiveness: Evidence From Washington State. We study the effectiveness of teachers certified by the National Board for Professional Teaching Standards (NBPTS) in Washington State, which has one of the largest populations of National Board-Certified Teachers (NBCTs) in the
nation. Based on value-added models in math and reading, we find that NBPTS-certified teachers are about 0.01–0.05 student standard deviations more effective than non-NBCTs with similar levels of experience. Certification effects vary by subject, grade level, and certification type, with greater effects for middle school math certificates. We find mixed evidence that teachers who pass the assessment are more effective than those who fail, but that the underlying NBPTS assessment score predicts student achievement.

Gawade et al. (2016) Measuring Teacher Effectiveness Using Value-Added Models of High School Achievement. This article uses empirical data to consider the consequences of particular characteristics of instruction and testing in high school for the modeling and estimation of value-added measures of school or teacher effectiveness. Unlike Mathematics and Reading for most elementary and middle school grades, there is a lack of annual testing of students in all secondary grades and subjects. The development of value-added models in high school is complicated by the resulting unavailability of direct measures of prior knowledge and readiness of the student for the relevant course. Another distinction between high school and earlier grades is the presence of greater differentiated instruction in high school caused by supplemental course requirements or by student self-selection into different courses. We show that the traditional value-added model used in NCLB grades and subjects can be generalized to the high school context. Specifically, prior-year test scores in related or core subjects can be used to control for differences in student aptitude for the course or subject being evaluated. Similarly, we can account for relevant differences in classroom characteristics—such as the average prior achievement of the students in the classroom if they are assumed to be beyond a teacher's control.

Chantal L. McMahon (2016) The World's Longest Job Interview: Student teaching and teacher effectiveness St. Catherine University. School districts base hiring decisions on observable factors that fail to accurately distinguish effective from ineffective teachers. I argue that districts already hold the world’s longest interview, provide on-the-job training, and reveal credible signals about job performance through student teaching. If districts fully utilize student teaching data from within their district, they could potentially predict effectiveness for a third of all applicants. This study provides a first look into this information-rich signal that has been largely overlooked by researchers. I evaluate the relationship between student teaching and teacher effectiveness by exploiting new data from a large urban Midwestern school district. Using ordinary least squares regressions, preliminary results reveal that students rate teachers higher than average on classroom
surveys for two cohorts: teachers hired into the same school where they student taught and high school teachers who student taught at any school in the district.

Rajender kumar (2016) studied the relationship and difference between emotional intelligence and teacher effectiveness of degree and B.Ed. college teachers of Rajasthan. The emotional intelligence scale by Dr. Vinit Khera, Ms. Puja Ahuja, and Ms. Sarabjit Kaur was used to assess the emotional intelligence. To assess the teacher effectiveness of degree and B.Ed. college teachers of Rajasthan, the teacher effectiveness scale by Dr. Shallu Puri and Prof. S.C. Gakhar was used. The scale was administered on 160 degree and B.Ed. college teachers. The present study revealed that there is no significant relationship between emotional intelligence and teacher effectiveness of degree and B.Ed. college teachers of Rajasthan.

Theodore J. Dwyer, (2016) A Comparison of Educational "Value-Added" Methodologies for Classifying Teacher Effectiveness: Value Tables vs. Covariate Regression University of South Florida. There is a great deal of concern regarding teacher impacts on student achievement being used as a substantial portion of a teacher’s performance evaluation. This study investigated the degree of concordance and discordance between mathematics teacher ranking using value tables and covariate regression, which have both been used as measures for teacher effectiveness. The researcher examined teacher rankings, before and after the state recommended classification, using correlation techniques, comparison matrices, and visual examination for value-added scores derived from the value table versus the covariate regression approach. Examination demonstrated strong correlations between the initial rankings (r = .77 to .98) and a high concordance (Gamma = .96 to 1.0) once the recommended classifications were applied to the teachers rankings. The overall implications of this project are that more complex methods may parse the impact information out with higher statistical accuracy, however, once the recommended classification is applied to the methods there may be very little difference in the classification of teachers.

Medley, Donald M. (2016) Teacher Competence and Teacher Effectiveness. A Review of Process-Product Research. This report analyzes and synthesizes the results of research studies on teacher competence and teacher effectiveness. Its primary purpose is to provide the teacher educator with access for the findings of this research. The dynamics of teacher effectiveness are illustrated by 43 tables each dealing with a different teacher behavior as observed in the classroom. Subjects examined are: (1) working with groups; (2) classroom management; (3) time allotment; (4) questioning techniques; (5) teacher reactions;
behavior problems; (7) teaching techniques; (8) working with individual pupils. An extended bibliography is appended. (JD)

Agne, Karen J.; et.al (2016) Relationships between teacher belief systems and teacher effectiveness. Journal of Research & Development in Education. Differences between 88 Teachers of the Year and 92 in-service teachers and the relationship of Teachers of the Year vs. in-service teachers to teachers' gender, years of teaching experience, grade level taught, or highest degree earned were analyzed using data collected with the Teacher Belief Questionnaire. The questionnaire is a self-report instrument combining demographic information and 4 teacher-belief instruments: Teacher Efficacy Scale, Teacher Locus of Control Scale, Pupil Control Ideology Form, and Wilson Stress Profile for Teachers. A general linear model was constructed to test 6 hypotheses using a logistic multiple regression procedure. Results indicated that Teachers of the Year were significantly more humanistic in their pupil-control beliefs and had more degrees than did in-service teachers who taught the same subjects in schools of the same size and type in the same states. (INFO Database Record (c) 2016 APA, all rights reserved)

Money, Sheila M. (2016): What is Teaching Effectiveness? A Survey of Student and Teacher Perceptions of Teacher Effectiveness. A study was conducted at Humber College of Applied Arts and Technology, in Ontario, Canada, to determine student and faculty perceptions of teacher effectiveness. Discussions with 10 nursing students identified 7 factors contributing to teacher effectiveness. A questionnaire, asking respondents to rank these seven characteristics, was distributed to nursing students, technology students, and full-time faculty in both fields. Fifty questionnaires were sent to each of the four groups. A total of 138 usable surveys were received from 40 nursing students, 40 nursing faculty, 37 technology students, and 21 technology faculty. Study findings included the following: (1) considering input from all respondents, "knowledge of subject matter" was ranked first in importance, although students in both nursing and technology ranked this factor higher than faculty; (2) "effective communication" was ranked second, although nursing students ranked the importance of this factor lower than faculty in both groups; (3) the factor ranked third by respondents was "well organized material," with nursing students ranking this factor higher than faculty in either group; (4) "ability to motivate" and "ability to inspire" were tied for fourth place in terms of importance to teacher effectiveness; (5) "friendly and open" demeanor was ranked sixth by respondents, with technology students rating this factor slightly higher in importance than nursing students; and (6) "classroom control" was ranked last, with no differences found.
between any of the groups. A literature review, data tables, and the survey instrument are included.

2.3 REVIEWS RELATED TO SELF- CONCEPT.

Sharma (1968) investigated the relationship of self-concept and general anxiety with academic achievement. Johns A.A. (1968) studied the relationship of Self-concept and achievement and found that students who had not got progress in upper classes had low self-concept.

Yadav (1976) investigated the self-concept of scheduled caste and non-scheduled caste of Ajmer city and found that scheduled caste students had low profile of their "self" in comparison to their non-scheduled caste counterparts.

Naga Raju (1977) studied few social factors effecting scholastic achievement of scheduled caste students studying in secondary schools of Karnataka. The result indicated that scheduled caste students have had a moderately positive self-concept and the self-concept was found to be significantly related with academic achievement.

Gomati Mani and Gonsalves (1977) conducted a study on self-concept of student teachers in relation to their performance in practice teaching. They found that teachers with more teaching experience have better self concept than teachers with less teaching experience. Besides age has some influence on self concept. Lower age accompanied by better self-concept and more effective teaching. Socio-economic background have also influence on self concept.

L.K. Sharma (1978) investigated that the relationship between intelligence and self-concept was not significant and boys were found to be superior to girls in all areas of self-concept.

Desai (1979) in his study on perception of self-concept and other as related to group membership found that Patel, Raj put, Brahmin and Harijan students had almost similar perception of self. All four groups perceived their own groups in the most favorable directions. There was a tendency for Harijans to react less favorably. Perceptions of other groups were significantly lower than the perception of own groups.

Blalock (1985) attempted to study differences in student locus of control and self-concept under conditions of more effective and less effective teaching. The results indicated no significant differences between students of more and less effective teaching at year’s end.
Sharma (1988) studied the self-concept, adjustment and teaching aptitude of scheduled caste/scheduled tribe and higher caste Hindu teachers. She found that scheduled caste and scheduled tribe teachers had lower self-concept than upper caste teachers.

Gomati Mani and Gonsalves (1977) conducted a study on self-concept of student teachers in relation to their performance in practice teaching. They found that teachers with more teaching experience have better self-concept than teachers with less teaching experience. Besides age has some influence on self concept. Lower age accompanied by better self concept and more effective teaching. Socio-economic background have also influence on self concept.

Khatary (1973) developed a Self-concept inventory in Hindi to measure the self-concept of primary, secondary and college teachers. Relationship between self-concept and adjustment of the three categories of teachers were studied and compared.

George (1976) investigated classroom behaviour of teachers and its relationship with their creativity and self-concept. Some of the objectives of the study were: (i) to find out the nature and extent of relationship, if any, between self-concept of teacher and teacher behaviour, (ii) to factor analyze the test-space due to the variables relating to creativity, self-concept and teacher behaviour of the total samples, and (iii) to suggest measure for incorporating the application of findings of study in Indian educational system. This presage-process investigation was a descriptive correlational study. The presage variable includes creative teacher personality, creative teaching process and self-concept. The findings reveal that (i) there was no relationship between self-concept of teachers and their indirect/direct behaviour; (ii) there was negative relationship between self-concept of teachers and pupil initiation ratio, and self-concept of teachers and ‘vicious circle and (iii) the results of factor analysis revealed eleven factors out of which four factors were as: (i) Positive Self-concept, (ii) Negative Self-Concept, (iii) Positive Aesthetic Self-concept and (iv) Positive Intelligence Self-concept.

George and Anand (1980) studied the effect of microteaching on teaching self-concept and teaching competence of student teachers. The main objectives were: (i) to study the effect of micro-teaching on teaching self-concept of student teachers in the control group and experimental group separately and (ii) to study the effect of micro-teaching as well as integration of skills on teaching competence of student teachers. Microteaching was treated as independent variable, and teaching self-concept and teaching competence of student
teachers were treated as dependent variables. The sample consisted of twenty student
teachers, selected from a group of sixty willing student teachers from a training college in
Shillong. They were divided into two groups of ten each as control and experimental groups.
The matching was done based on intelligence, sex, age, qualification and teaching
experience. For equating them on intelligence, the culture fare intelligence test (Scale 3) was
used. Indore Teaching Competence Scale (ITCS was used for finding out the teaching
competence of student teachers in terms of integration of teaching skills. Observation
schedules and rating scales relating to the five basic skills-skills of probing questions
stimulus variation, reinforcement, explaining, and illustrating with examples, were utilized
for giving feedback during microteaching treatment. A self-rating Teaching Self-Concept
Scale (TSCS) was used for measuring teaching self-concept of student teachers. The TSCS
was constructed especially for use in the present study. Means and standard deviations were
computed for the pre-test, post-test and gain scores on TSCS and IYCS for control group and
experimental group. Significance of the difference between means was tested using t-test for
correlated data. Major findings of the study were: (i) there was significant difference between
the pre-test and the post-test mean teaching self-concept scores of the control group of
student teachers. (ii) There was significant difference between the pre-test and the post-test
means teaching self-concept scores of the experimental group of student teachers. (iii) There
was significant difference between the mean gain scores in teaching competence of the
control group and the experimental group of student teachers. (iv) Micro-teaching facilitated
enhancement of the teaching self-concept of student teachers. (v) Micro-teaching proved
effective in improving of teaching competence of student teachers. (iv) Micro-teaching
treatment followed by summated strategy of integration of teaching skills was found superior
to microteaching treatment based on independent teaching skills in improving the teaching
competence of student teachers.

Noid (1979) purported to explore relationships among Maslow’s need hierarchy,
educational attitudes and self-concepts of Elementary student teachers. The sample consisted
of 128 Elementary student teachers in their undergraduate professional teacher preparation
programme at the university of Houston. Three date-gathering instruments used in this study
were: (a) the work Motivation inventory to measure the student teacher’s motivations, (b) the
Minnesota Teacher Attitude inventory to measure educational attitudes and (c) at the
adjective self-description instrument to measure self-concepts. The data were analyzed by
multiple regression techniques. Results of the study were that educational attitudes and self-
concept, operating jointly, significantly contributed to the variance in Maslow’s needs hierarchy scales of basic, safety and self-actualization needs.

**Prasad, S. (1982)** Studied the Factors the Influence Stability of the Self-concept. The main of the study was to analyze certain important factors of stability of the self-concept. Seven hypotheses were examined. The study was designed on the line of self-theory Anxiety, insecurity, self-satisfaction; self-role incongruence and social change were analyzed. A comparison was made between older and younger generations to see the influence of social change. The sample included 132 college and university teachers (older generation) and 175 undergraduate and postgraduate students (younger generation). Teacher and students were selected randomly from different college of Bhagalpur University, representing both rural and urban population, sharan’s Ideal Self-concept, Self-Satisfaction, and Role performance Inventories, Taylor’s Manifest Anxiety Scale (Hindi version by Singh), and Maslow’s Security Insecurity Inventory (Hindi version by Singh) were used. Nonparametric statistics were used to see the significance of differences. The major findings were: 1. Anxiety, insecurity, self role, in congruence and self-satisfaction were the factors which influenced stability of the self-concept. 2. Social change had not been identified as an independent factor of self-consistency. 3 Older and younger generations differed significantly on anxiety, insecurity, self role incongruence and self-satisfaction.

**Kulshreshtha, R. (1983)** studied Value Orientations, Interests and Attitudes as Correlates of Self-concept among Male and Female Adolescents. The objectives were (i) to determine and study the impact of value orientations, interest and peer relations upon the concept of self of both male and female adolescents, (ii) to obtain interactions among as well as between value-orientation, interest and peer relations on vicariate and tri variety level of operation while affecting the concept of self, so that the dynamics of the concept of self, could be understood. (iii) to determine difference in the dynamic of the concept of self as the study related to both the sexes, and (iv) to determine the growth of self-concept of the students in the Indian socio-cultural setting. The sample consisted of 160 high school and intermediate college going students of Aligarh. It represented both males and females, whose age ranged from 15 to 19 years and who belong to the urban area. They were from three faculties’ viz., Science, Arts and Commerce, and generally belonged to the middle SES, Value orientation was measured with the help of a value-orientation scale developed by N.S.Chauchan et al. Self-concept was measured with the help of a Test of Self-concept developed by G.P.Sherry et al. Its test retest reliability coefficient was 0.733. Chatterji’s Non-
Language Preference Record developed by S. Chatterji was used to measure interest of students. The Attitude towards Peers Scale developed by the investigator was used. The test-retest and split-half reliability coefficients were 0.81 and 0.74 respectively. The data were analyzed with the help of factorial design analysis of variance of equal cell size. The findings were: 1. Value orientations affected the concept of self in adolescents. 2. Value orientation had a positive affinity with self-concept among male as well as female adolescents under different levels of interest. 3. Interest played an important role in the growth of self-concept among adolescents. It promoted the concept and also demoted the concept of self in orientation and peer relations. 4. Interest were shaping and forming the male adolescents’ concept of self. 5. Growth of self-concept during the period of adolescence in both the sexes depended upon the variations of interest occurrence. 6. Peer relations generally demoted the concept of self in adolescence in males and females. 7. Peer relations prompted the concept of self also but only when value orientation or interests were operating. 8. Promotion or demotion of the concept of self by peer relations in case of both males and females remained different.

Gupta, P. (1984) investigated Self-Concept, Dependency and Adjustment Pattern of Abandoned Institutionalized Preadolescents. The purpose of the study was to investigate the emotional make-up of ‘Home’ and ‘SOS village’ subject in terms of their self-concept, dependency and anxiety content. On the basis of data gathered in respect of the rearing systems, the inter-dependence of three factors were judged in respect of adjustment patterns of both the orphan group and either parent alive but functionally absent ‘Home group subjects. ‘Home’ connotes the government/voluntary agency-run institutions, where the children lived and which they have had to think of as their own home by indirect pressure. The SOS village, i.e. save our souls Village, was a voluntary care organization where the director became the ‘father’ of the children, and the director controlled twenty ‘simulated mother’ volunteers. Here the abandoned children felt a prototype of family. The sample consisted of 400 preadolescents aged 10-13 years, who got institutionalized within the first five years of life. The experimental group (n=300) was subdivided into home-managed orphans and home managed either parent alive abandoned, and SOS village-managed, each of 100 children. A control group of 100 children of normal family set-up was taken. The experimental-control group design was used and the statistical tools used were t-test, Mahalonobis D2 and product-moment r. The major findings were:1. There was some relationship between self-concept, anxiety dependency and adjustment for the experimental
group. 2. Subject reared in an artificial family atmosphere with surrogate mothers had better self-concept and adjustment with less anxiety concept and adjustment were positively correlated and they had negative correlation with anxiety. 4 The whole experimental group differed from the control group, i.e. their naturally reared counterparts.

Pandit (1985) Conducted a Study of the Psychological Needs and Self-Concept of Adolescents and their Bearing on Adjustment. The major objectives of the study were (i) to study the psychological needs of adolescents, (ii) to study the self-concepts of adolescents, (iii) to study the adjustment of adolescents, and (iv) to study the relationship between psychological needs, self-concepts and adjustment of adolescents. The descriptive survey research method was used for the investigation and a cross-sectional approach was adopted. The method of incidental random sampling was used in selecting the sample. The sample consisting of 640 adolescents of which 311 were boys and 329 were girls of the age group of 15 to 18 years studying in five higher secondary schools and eight junior colleges situated in the different municipal wards of Greater Bombay. In each institution, however, the division selected for testing was at random. The statistical techniques used for the analysis of data were the t-tests and two-way analysis of variance and correlations. The major findings were:

The inter-need difference of the adolescents were significant in psychological needs, viz, abasement, autonomy, deference and heterosexuality except in the case of change, nurturance, interception, affiliation, dominances and succurance. There were significant differences between the ideal self and perceived self and ideal self and social self of adolescents. The difference between perceived self and social self was not significant. The adjustment of adolescents in home, health, social, Emotional and school areas were significantly different in all cases, except in the cases of home and health adjustment. Out of all the five areas of adjustment was most satisfactory, followed by health, home, emotional and social adjustment respectively. The result for self-concept of adolescent boys and adolescent girls showed that boys had a higher regard for the attributes and qualities, which they perceive as possessed by them, then girls. The study found that the social and emotional adjustment of adolescent boys was more satisfactory than that of adolescent girls.

Keener (1985) studied the effects of tutoring pre-school handicapped Children upon the self-concept and academic achievement of fifth the sixth grade elementary school students. Forty students were randomly assigned to the treatment and control groups. Results showed that students in treatment group maintained higher grades than students not involved tutoring a pre-school student. Lower pre self-concepts scales were associated with higher
tutor self-concept gain scores. The classroom teacher’s judgement of the students self-concept correlated significantly with the tutor’s final self-concept score. A high correlation existed between the teacher’s judgement of the tutor’s self-concept and his/her judgement of the tutor’s academic ability.

**Srivastava, N. (1988)** studied Aggression in adolescent boys and girls in relation to their self-concept, achievement motivation and performance. Problems: The study addressed itself to the problem of the nature of aggression among adolescents and its manifestations and effect of individuals and its relationship with certain variables such as self-concept, achievement motivation and performance. The objectives were: (i) to found out the relationship with selected variables namely self-concept, achievement motivation and academic and non-academic performance, separately, (ii) to compare male subject with female subject on self-concept, achievement motivation and performance, (iii) to study the effect of achievement motivation and self-concept and their interaction on aggression, and (iii) to study the effect of academic and non-academic performance and their interaction on aggression. In this research, the sample consisted of 564 male and female students of Classes XI and XII of higher secondary schools of Allahabad and Baroda selected by stratified random sampling technique. The tools included “Who am I “test of measure self-concept and a Forced Choice Type Sentence completion test. Academic performance was measured by the marks obtained in public examinations and non-academic performance was measured by teacher’ ranking. The statistical techniques used included product-moment correlation, and analysis of variance. Major Findings: 1. There was no correlation of aggression with self-concept, achievement motivation and performance (both academic and non-academic). However, there was a curvilinear relationship of aggression with self-concept and academic and nonacademic performance, but no correlation of this short was found between aggression and achievement-motivation.2. The girls showed a curvilinear relationship between achievement- motivation and aggression while the boys showed no relationship between these two variables. 3. Both academic non-academic performance did not contribute anything to aggression either independently or in combination. 4. Boys were higher on aggression scores than girls. 5. More high aggression subjects had more frustration as compared to low aggression subject. [MSY 0910]

**Swami, P. M. (1989)** investigated on A study of the adjustment, anxiety, self-concept and intelligence of orphan students living in orphanages as compared to normal students. The present study focused on the adjustment, anxiety, self-concept and intelligence or orphan
students living in orphanages as compared to normal students. The objectives were: To study the adjustment, anxiety, self-concept and intelligence of orphan students in comparison with those of normal students. He used the sample comprised of 560 high schoolgoing orphan students in the twenty recognized orphanages of Gujarat State. For the present study, the researcher limited the population to the orphan students of standards VIII, IX and X. The study covered 541 of the 560 orphan students. The rest of the students (nineteen) were not included because they were absent on the days of testing. The investigator selected 541 normal students from the same class of the same school where the orphan students were orphan studying, by the method of random sampling. In this way out of a total sample of 1082 students, 541 were orphan and 541 were normal. Thus the investigator made both the groups equal in sex, grade, age, and equal in religion. The tools used included, adjustment, Inventory, Manifest Anxiety Scale, Self-concept Scale, and Desai-Bhatt Group Intelligence Test. Relevant statistical techniques were employed to find out the differences between the mean scores of the dependent variables and their significance was determined and the major findings were 1. Normal students were better adjusted than orphan students. 2. Sex grade and religion had no effect on the difference of adjustment of orphan and normal students.3 Orphan students were more anxious than normal students. 4. The self-concept of normal students was better than the self-concept of orphan students. 5. Sex had no effect on the differences in the self-concept of orphan and normal students. 6. The self concept of orphan Muslim and normal Muslim students was similar. 7. The intelligence of normal students was higher than the intelligence of orphan students. 8. Sex and grade had no effect on the difference in intelligence of orphan and normal students. 9. The intelligence of orphan/normal students of ages 16, 17 and 18 was similar. 10. The intelligence of orphan Muslim and normal Muslim students was similar. [DAU 0016]

**Jain, J. R. (1990)** Studied the self-concept of adolescent girls, and identification with parent and parent substitutes as contributing to realisation of academic goals. The present study tries to find out relationship between the self-concept and academic goals of adolescent girls and identify them with the parents or parent substitutes and the main objectives were (i) To find the relationship between the self-concept and the academic goals of adolescent girls and the relationship between self-concept and superior cognitive ability, and (ii) to found out the correspondence between achievement motivation and self-concept, academic goals and identification with academically superior parents of parent substitute; so also between academic goals and frustrations. He applied on Six hundred girls studying Grade X in seven
schools from the population of forty-one girls’ high school in Nagpur were chosen as the sample for study randomly after stratification of the population. Major findings: 1. Girls having high self-concept tended to select high academic goals, which were positively associated with each other, suggesting that they reinforce each other where academic achievement was dependent on the concept of self that adolescent girls possessed. 2. Positive self-concept and superior cognitive abilities went together significantly. 3. Identification with parents and parent substitutes, by and large, led to higher academic goals. 4. There was an overall negative relationship between frustration and academic goals. [GPK 1619]

Kumari, S. (1990) Studied modernity of undergraduate students with reference to their socio-economic status, self-concept and level of aspiration. It attempted to study modernity of undergraduate students with reference to some variables. The main objectives were - (i) To study the difference between the means of the four sub areas of modernity of under-graduate boys (UGB) and undergraduate girls (UDG), (ii) to study the relationship between SES/self-concept (S.CON)/LEVEL of Aspiration (LOA) and modernity of UGB and UGC, and (iii) to study the difference between the means of mod of boys (B) and girls (G) with high and low SES/S.Con / LOA. The sample comprised 200 boys and 200 girls. Major Findings: 1. UGC were in general more modern than UGB and they differed significantly in respect of all the four areas of modernity. 2. Rise in SES resulted in significant increases in modernity of UGB and UGC. 3. As S.Con, increased UGB and UGC showed significant increases in modernity. S.Con, in general was propellant to modernity. 4. As LOA rose UGB and UGC showed a decline in modernity. LOA was not propellant to modernity. 5. UGB and UGC belonging to high SES were significantly more modern than their counterparts from the lower SES. [SS0752]

Pareek, D.L. (1990) Investigated on A comparative study of the self-concept, personality traits and aspirations of the adolescents studying in Central schools, state government schools and private schools in Rajasthan. It is an attempt to compare self-concept personality traits and aspirations of adolescents studying in Central schools, state government schools, and private schools in Rajasthan. The main objectives were - (i) to explore the self-concept, aspirations and personality traits of students in different types of schools, and (ii) to determine the relationship between self-concept, personality traits and aspirations of adolescents studying in different schools. The normative survey method was used. Major findings: 1. 45.2% of the adolescents studying in Central schools, 44.4% in private schools, and 57.6% in government schools, possessed’ average self-concept’. 2. Adolescents studying
in private and Central schools were more intelligent than adolescents studying in government schools. 3. Students in government schools were generally practical whereas students in private and central schools were more imaginative. 4. Adolescents in Central and government schools preferred science subject while adolescents in private schools preferred arts stream. 5. The students of private schools were more conscientious in comparison to students in Central and government schools. 6. There existed no significant relationship between personality traits and level of aspiration among students from different types of schools. [JKS 0711]

Ramiah, L. (1990) Studied a relation study of parent involvement and self-concept of Standard IX students in Devakottai Educational District. The present study tried to relate parental involvement and self-concept of Standard IX students in Devakotti Educational District. The main object were - (i) To assess the level of parental involvement and self-concept to Standard IX students and (ii) to determine if there as any significant relationship between parental involvement and self-concept of standard IX students. Methodology: In the study, 303 students from high/higher secondary school and 97 students from matriculation schools were selected as sample for the final study. Major findings:-1. There was significant relation between parental involvement and self-concept of the students. 2. The more the parental involvement the better the self-concept. 3. Female students had more parental involvement in the physical support dimension then male students. 4. Parental involvement was relatively low/poor on the educational an intellectual dimensions. [SM 1737]

Sangeeta (1992) with the help of Mohsin’s Self-Concept inventory, Rotter’s T-E Scale, Eysencks Personality Questionnaire and Cornell’s Medical Index Health Questionnaire studied A total number of 460 visually impaired and sighted subjects (230 in each group) in relation to self-Concept, personality and Health. The results have shown that the visually impaired pupils have better self-concept than sighted pupils. It shows that visually impaired were more external then the sighted pupils. Results showed that visually impaired children more psychic, more depressed, more sensitive, more aggressive and more tense. These children for further research are also discussed.

Vijayalashmi, R. (1991) studied the Relationship between self-concept and personality adjustment of family-reared and institution reared children. The present study focused on the relationship between self-concept and personality adjustment of family-reared and institution-reared children. The main objectives were -(i) To assess the self-concept of family-reared and institution-reared children, (ii) to assess their level of personality adjustment, (iii) to find out whether family-reared and institution-reared children differ in
their self-concept and personality adjustment, and (iv) to find out the relationship between the self-concept and the personality adjustment of children at home and of those who are institutionalized. She used the sample comprised 200 family-reared and institution-reared children in the age group of 13 to 15 years in Anna District and the major finding were:- 1. Family-reared and institution-reared children were similar in their self-concept. 2. They were also similar in their personality adjustment. 3. The self-concept of these children was related to their personality adjustment.[MKU 1074]

Kenneth (1993) conducted a study entitled “The impact of disability on children self-concept”. He in the study of adolescents with physical disability found that females were lower in perceived social acceptance, athletic competence and romantic appeal than the normative sample while males were lower in perceived scholastic competence, athletic competence and romantic appeal. These adolescents were realistic about their skills and capabilities in the areas directly affected by their physical disability and yet were able to maintain their understanding of the factors influencing the development of self-concept.

Mathur (1995) conducted a study entitled “A comparative study of the adjustment problem, level of aspiration, self-concept and academic achievement of crippled children and normal children. The major objectives of the study were; (i) to compare the home adjustment, social adjustment, emotional adjustment, school adjustment and total adjustment of crippled and normal children (ii) to compare the level of aspiration of crippled and normal children (iii) to compare the self-concept of crippled and normal children and (iv) to compare the academic achievement of crippled and normal children. The major finding were crippled children differed significantly from normal children in school adjustment, emotional adjustment and total adjustment.

Arora, (2001) conducted a study entitled, “A comparative study on personality and self-concept of Normal and Deaf students. The objectives of study were: (i) to assess the personality traits of normal and deaf adolescents (ii) to assess the self concept of normal and deaf adolescents (iii) to determine the difference between personality of normal and deaf adolescent (iv) to determine the difference between self-concept of normal and deaf adolescents. The findings of the study were: (i) there were significant differences in personality traits of normal and deaf adolescents; (ii) there were significant differences in the self-concept physical, temperamental, educational, moral, educational and intellectual dimension of normal and deaf adolescents. It was astonishing that mean score of deaf on diversion temperament and normal was higher than normal respondents. (iii) There was no
significant differences in the self-concept in social dimension social of normal deaf adolescents; (iv) Total self-concept of normal and deaf respondents are above average.

Moyana, Hlengani Jackson (Jul 2001). Conducted An intervention programme to improve the self-concept and attitudes of prospective mathematics teachers. This study attempted to design and implement an intervention programme to improve the self-concepts and attitudes of prospective primary school teachers. The possible effects of the programme were researched by means of a combined quantitative and qualitative approach. A questionnaire to determine the effectiveness of the programme was also designed. Important findings of this study are that: (a) the Cronbach Alpha Coefficient indicated a 0.9 reliability of the designed questionnaire; (b) the average self-concepts of prospective teachers improved after the intervention programme was implemented, though not significantly and (c) the self-concepts of prospective teachers not majoring in Mathematics also improved after the intervention, though not significantly. A focus group interview was conducted to improve the intervention programme.

Perger, Mónika: (2001). have studied Preprofessional self-concept of teacher training college students in Hungary. Review of Psychology, Vol 8(1-2), 2001. pp. 69-78. [Journal Article] This study attempted to examine the self concepts of student teachers. 423 primary or high school teacher trainees (age 18-34 yrs) residing in Hungary rated the applicability of various attributes to themselves in the role of teacher. Results showed the 4 role perception themes of: 1) empathically determined teachers, who are decisive, attentive, cooperative, open, honest, and at times rigorous and uncompromising; 2) self-uncertain teachers, who reported low self-confidence, timidity, depression, and disappointment; 3) good leader teachers, who emphasize professional knowledge, self-confidence and respect.

Srivastava, S.K. (2002) studied the Effect of Self-Concept on the learning style Preferences of High Schools Pupils. The main objectives were: To explore the effect of self-concept on the learning-style' preferences of high school male pupils and to find whether one are self-concept and learning-style preference may have any inter affect. The study was conducted on a sample of 329 adolescent boys (207 urban and 122 rural) of age group of 14-15 years, studying in class X in Tehri-Garhwal district and was selected through stratified random sampling technique. Normative survey research method was adopted to collect data. The subject’s self-concept level of the urban boys increased they showed increasing preference to flexible, non-individualistic, visual, field-independent, long attention space, motivation-cent red and
environment-free learning styles. 2. With the increasing self-concept the rural boys showed their increasing preference towards flexible, no individualistic, visual, field-dependent, long attention span, motivation-cent red and environment-free learning styles.

Kanchana, M. (2002) investigate the Self-Concept and Career Decision Making Self Efficacy of Under-graduate College Students. The main objectives were The study attempts to compare college students from America and India with regard to (i) self-concept and decision making self efficacy (CDMSE) and (ii) gender difference in self-concept and CDMSE-Method. The sample consisted of 196 American Students and 150 Indian Students in the age group of 17-24 years. Self description questionnaire by Herbert W. Marsh (1990) and Career Decision making self efficacy scale by Nancy E. Betz (1994) were used to collect data. The data obtained were analysed using mean, standard deviation and t-test. Findings were: - 1. Indian college students had lower self-concept and CDMSE then their American counterparts. 2. Some gender differences were seen in self-concept both among American and India college students. 3. There was no gender difference in CDMSE in both samples.

Sharma, S. K. (2003) studied the Effect of Study Habits and Self-Concept on Wastage and Stagnation among Scheduled Caste Students of Primary Classes. The objectives were: (i) To see whether self-concept of scheduled caste students is related to their wastage and stagnation in primary classes; and (ii) to ascertain whether low and high achievement are related to the study habits of the scheduled caste students in primary classes. A sample of 200 most successful schedule caste students and 200 failures and dropouts of the same caste selected randomly from 20 primary school and 16 junior high schools of Meerut city. The students who got 60% or more marks in the final examination were treated as most successful. ‘t’ test and chi-square were used for analyzing data. Findings were 1-Study habits had significant bearing on the academic achievement.2-The level of expectation and level of self-confident were much higher for the most successful students than the failure and dropouts. 3-Low achieving students exhibited generally low self-concept than the high achieving students.

Shokeen (2004) studied the effect of classroom questioning behaviour training on teaching competence of student-teachers and their self-concept. A sample of 40 Social Science student teachers studying in T.R. College of Education, Sonipat and Hindu College of Education, Sonipat was taken. These student teachers constituted the Sample of the Study. 20 Student teachers of T.R. College of Education, Sonipat were allotted to the Experimental group and 20 student teachers of Hindu college of Education, Sonipat were allotted to the
Control group. He used these: (i) Teaching Competence Scale (Jangira, Passi & Lalita), (ii) Classroom Questioning Behaviour Observation System (Jangira), (iii) Self Concept Test (R.K.Saraswat) as tools of research for data collection. A close analysis of the results indicated that the experimental group student teachers asked more questions in their classroom as compared to the control group. It is also shown by these tables that the level of questions asked by the experimental group was higher as compared to the level of questions asked by the control group. The Control group asked more questions at cognitive memory level whereas the experimental group asked more questions at convergent, divergent and evaluation levels, which generated more thinking. The experimental group improved the structural qualities of their questions after CQBT more significantly than the control group. CQBT equally helped to improve pupil response management behaviour of student teachers. The CQBT was found to be a better strategy, than the conventional programme, of student teaching as teaching competence of student teachers was enhanced after CQBT. It was also found that CQBT was not only effective in improving the classroom questioning behaviour of student teachers, but it also helps in improving their self-concept. The overall assessment points towards the ultimate effectiveness of CQBT and it provides a model for validation of teacher.

**Brown, Elinor L.; Jun (2004).** The Relationship of Self-Concepts to Changes in Cultural Diversity Awareness: Implications for Urban Teacher Educators. This study investigated the relationship between the self-concepts and cultural diversity awareness of 100 European-American pre-service teachers. The Tennessee Self-Concept Scale: 2 and the Cultural Diversity Awareness Inventory were administered as a test-retest to ascertain if changes in cultural diversity awareness occurred during a standalone multicultural course, and if so were they related to the study participants’ pre-test self-concepts. The findings indicated that a statistically significant relationship does exist between total self-concept and total cultural diversity awareness. However, not all five components of self-concept consistently predicted the direction or magnitude of change in the five elements of cultural diversity awareness. These results imply that urban teacher educators should consider both constructs when developing intervention strategies to student resistance to multicultural tenets in stand-alone cultural diversity courses.

and (ii) to find out the difference between the self-concept of boys and girls, type of family and size of the family, hostellers and day-scholars, arts and science students and on the basis of parental income. Methodology: The sample consisted of 170 students of which 50 were boys and 120 were girls selected randomly from the four year integrated B.Ed course of a training college located at Pondicherry. Tools used to collect the data included a personal data sheet constructed by the investigator and self-concept inventory by Saraswat (1984). The data were analysed using mean and S.D. Findings: (1) the student self-concept is above average. (2) Boys and girls differ significantly in their self-concept. (3) Day-scholars and resident scholars differ significantly in their self-concept. (4) Students from joint and nuclear families, and large and small families don't differ with each other. The same result was also found in the case of the comparison between the science and arts students.

**Surabhi Purohit, Neelam Praveen** *(2008)* Role of Parental Styles in Nurturing the Self-concept among Adolescent Girls. The study attempted to examine the relationship of Parental Styles with Self-concept among adolescent girls. The sample consisted of 900 participants i.e. 300 adolescent girls and their parents (300 fathers and 300 mothers). Two instruments – Transactional Styles Inventory (TSI-P3) by Purohit and Self-concept Questionnaire (SCQ) by Saraswat were employed on the subjects. The results clearly indicate that OK styles of both fathers and mothers were related to positive Self-concept, whereas their Not OK styles were correlated with negative Self-concept of adolescent girls.

**Gurubasappa, H.D.** *(2009)* studied Intelligence and Self-Concept as correlates of Academic Achievement of Secondary School students. The objectives were, To find out the nature of relationship that exists between academic achievement with intelligence and self-concept. To find out whether there is any significant difference in academic achievement of students with different levels of intelligence and self-concept. To find out whether there is any main and interactive effect of intelligence and self-concept on academic achievement. To find out whether there is any main and interactive effect of sex with intelligence and self-concept on academic achievement. To find out whether sex, type of school, medium of instruction, locality and socioeconomic status account for significant difference in the academic achievement. He used correlative approach and sample was 400 students of secondary school and the findings were: There is a high significant correlation between academic achievement with intelligence and self-concept. There is a significant difference in the academic achievement of students with different levels of intelligence and self-concept. There is significant main and interactive effect of intelligence and self-concept on academic
achievement. There is significant main and interactive effect of sex with intelligence and self-concept on academic achievement. There is significant difference in the academic achievement of instruction, locality and socioeconomic status. From the study it is concluded that the highly intelligent students in a school achieve high. The students with better self-concept will definitely achieve high. The product of learning that is academic achievement of students- is certainly influenced by psychological factors like intelligence and self-concept.

Mohanty, N. and BAL Lipsmayee (2010) studied self-concept, personality type and ethical values among adolescents. It also aimed at finding out the nature of existing linkage among the dimensions. The findings were: Adolescent girls were found to more ethical than the boys of their age. However, there was no gender difference with regard to self-concept and Personality type. Correlation values among the three dimensions were also not significant indicating that each dimension was independent of the other.

Zahra, Aasmatus (2010) studied “Relationship between self-concept and Academic achievement of female Bachelor Degree students.” The study was designed to investigate relationship between self- concept and female degree students. To measure self- concept, self Description Questionnaire by Marsh was used. The result showed weak real relationship existed between the academic achievement and self-concept.

Kumar, D. and Kumar, K. (2011) studied self-concept and adjustment of students with vision impairments in relation to their socio-emotional school climate. Objectives were – To ascertain the self-concept of the visually impaired students. To find out the levels of adjustment among the visually impaired students. To study the socio-emotional school climate of residential school of the visually impaired students. To find out the relationship between self-concept and socio-emotional school climate of visually impaired students. To find out the relationship between adjustment and socio-emotional school climate of visually impaired students. He used descriptive survey method and findings were levels of self-concept and adjustment among the visually impaired children. 25% have high self-concept, 51% have low self-concept and 6% students have high level of adjustment, 85% students have moderate/ average level of adjustment and 9% have low level of adjustment perception of residential visually impaired school students. 20% have greater degree of favourable perception of their school climate and 26% have un-favourable perception of their school climate. Correlation between socio-emotional school climate and self-concept among the visually impaired students.
Surinder kumar Sharma (2012) conducted a comparative study of self-concept and self esteem of Blind students in integrated and special school settings. This study was designed to investigate the variations of self concept and self esteem in blind students attending integrated school settings and special school settings. Sample of 104 blind children was taken.

Kareem, Jacqueline et.all (2014) studied the Self-Concept of Teachers Working in Government, Aided and Unaided Colleges in Bangalore, January (Abstract) The quality of education was determined by the quality of teachers. To enhance the quality of a teacher, one must know who he/she is, and have understanding of oneself, which refers to self-concept. Self-concept refers to the perception of one's characteristics, abilities and concept of self. Based on this understanding of the importance of self-concept for teachers, a study was conducted to assess the self-concept of college teachers in Bangalore city. The responses of 159 college teachers were examined using the self-concept scale for teachers developed by Pillai (1989). The analysis was carried out for teachers across different types of school management (government, aided and unaided). The results indicated that unaided college teachers have higher self-concept scores (4.23) as compared to government (3.64) and aided college teachers (3.56). ANOVA analysis indicated that college teachers working in government, aided and unaided colleges differ significantly with respect to self-concept scores and on all dimensions of self-concept, namely, social self-concept, teaching effectiveness, academic problem solving and general self-esteem.

2.4 REVIEWS RELATED TO ADJUSTMENT:

Verma I.B. (1968) conducted “An investigation into the impact of training on the values, attitudes, personal problems and adjustment of teachers.” Findings 1. Social class did not show any influence in the area of home, social, emotional, occupational and total adjustment. 2. Only in the area of health the upper class group showed greater improvement. 3. Adjustment and personal problem were highly and significantly correlated. 4. Good adjustment resulted in reduction of number of problems: while the poor adjustment increased their number.

Kumari K. (1980) studied “Correlation between Personality and Adjustment” Findings 1. The AAI was sufficiently reliable and valid for measuring Academic Adjustment
of College students. 2. The Academic Adjustment of the female students was significantly much better than of the male students. 3. The introvert students had better Academic Adjustment than the Extrovert students. 4. The normal students had better Academic Adjustment than the neurotic students.

Kumari, Sudha (1982) Studied Intelligence, Achievement, Adjustment and Socio-Economic patterns of different Socio-metric groups of Adolescence. Her findings were as follows. 1. There was significant difference among the four socio-metric groups in the case of almost all variables. 2. The differences in Achievement of various socio-metric groups were significant. 3. The different socio-metric groups differed significantly on home Adjustment, Health & Total Adjustment.

Prahallada N.N. (1982) conducted “An Investigation of the Moral Adjustment of Junior College students and their relationship with socio-economic status, Intelligence and Personality Adjustments.” Findings 1. There were a significant difference in the Moral Adjustment scores of Junior College students in India and High school students in the United States.

Rawal R. (1984) studied “Personality, Adjustment and Attitudes towards authority of emotionally disturbed adolescents in relation to their home and environment”. Findings 1. Emotionally disturbed students did not differ significantly as regards to their level of Adjustment. 2. No significant difference among the emotionally disturbed students in different grades as regards to their Attitude towards Authority and Adjustment.

Kumar S. (1985), conducted researcher on “A comparative study of the Interest, Needs and Adjustment problems of Gifted and Average children.” Findings 1. Gifted children were better adjusted in health and least adjusted in other areas of Adjustment. 2. Gifted boys had better total Adjustment than the gifted girls. 3. Average boys had better total Adjustment than the Average gifts.

Sunita (1986) studied “Motor ability as a factor in home, social and emotional adjustment in adolescents.” Findings 1. Boys that performed better on motor ability also had better home adjustment. 2. Girls were better adjusted at home than boys.

Agawam (1988) made a study of adjustment problems and their related factors more effective and less effective teachers with reference to primary level female teachers. The findings of the study were: (i) there was a significant difference between The adjustment problems of more effective and less effective female teachers at primary Level; the more
effective teachers were better adjusted than their less effective counterparts; (ii) social factors were found more prominent in the adjustment problems of more effective teachers, while in the case of less effective female teachers.

Gupta (1988) conducted a study on intelligence, adjustment and personality needs of effective teachers in science and arts. The findings of the study were: (i) all the distributions were almost normal. (ii) Science teachers were found significantly more intelligent than arts teachers (iii) Science and arts teachers did not differ significantly with respect to adjustment and academic and general environment of the institution. (iv) Effective arts teachers were significantly better adjusted socially, psychologically and physically than effective science teachers. (v) Effective science and arts teachers did not differ in respect to professional adjustment. (vi) Effective arts teachers were found significantly better adjusted in personal life than effective science teachers. (vii) Effective arts teachers were significantly higher than effective science teachers on financial adjustment and job satisfaction. (Viii) So far as total adjustment was concerned effective arts teachers were significantly superior to effective science teachers. (ix) Effective science teacher had significantly more n-arch, n-abasement, n-endurance, n-aggression than effective arts teachers. (x) Effective arts teachers had significantly more n-exhibition, affiliation than effective science teachers. (xi) Effective arts and science teachers did not differ significantly on n-autonomy, n-interception, n-dominance, n-succoring, n-nurturance, n-change, n-heterosexuality, n-defense and n-order. (xii) Teacher effectiveness was found to be related to the age of the teachers. They were found most effective in the age group of 30-39 years; after that their effectiveness went on diminishing. (xiii) Teacher effectiveness was found to be related to the experience of the teachers. They were found most effective in the 11-15 years experience group; after that their effectiveness began to decline. (xiv) Teachers effectiveness seemed to be related to salary. The number of effective teachers decreased as the salary increased. (xv) Teacher effectiveness was not related to gender.

Subarajan and Ashrafullan A.M. (1989) studied “Adjustment problems of college students.” Finding 1. The professional students have a better level of adjustment in the educational area than in social area. 2. The difference between their level of adjustment in the emotional area and the educational area is not significant: their educational adjustment seems to be the best.

differ significantly in their adjustment. 2. The Boys were found having more adjustment difficulties in comparison to girls.

Sunderarajan S and Mrs. Vyakula Mary (1992) have studied “Adjustment problems of high school pupils as related to different areas.” Findings 1. It was found that various categories of standard IX pupils involved in this study have satisfactory level of adjustment in the three areas. 2. In the area of social adjustment comparatively large number of them does not have a satisfactory and their level of adjustment in the education area is more satisfactory than in the emotional area.

Saxena (1995) undertook a study of teacher effectiveness in relation to adjustment, job satisfaction and attitude towards teaching profession. A sample comprising 545 teachers was selected randomly. Major Findings: It was found that (i) Both effective and ineffective teachers were found to be well adjusted, derived satisfaction from their work and had favourable attitude towards teaching profession; (ii) Effective rural, private, science and more experienced teachers had relatively better teaching attitude compared to urban, government, Arts and less experienced teachers respectively, while reverse in the case with regard to intellective teachers (iii) Female, younger, graduate and untrained teachers had relatively favourable attitude in comparison to male, older, postgraduate and trained teachers, respectively.

Parminder Kaur (1996) have studied the adjustment level of rural students. The findings were 1. The rural students have low adjustment level. 2. The level of inadequate acts as a shambling block for rural students.

John Joseph (2000) conducted a study of the correlation between female education and the parameters – age and marriage, reduced fertility.” Findings 1. High education level shows high adjustment level. 2. There is a positive correlation between female education and the parameters – age and marriage, reduced fertility, etc.

Atasi Mohanty and Madhusmita Mishra, (2001) conducted a study on “The Professional attitudes and adjustments of traditional and progressive students teachers”. Findings 1. The traditional female teachers were found to be better adjusted than male. 2. Adjustment of progressive female teachers so far as the academic and general environment of instruction is concerned was found to be better adjusted.

N. Renuka (Ph.D), (2004) has studied Dr. L.K. Anuradha, Research scholar, Department of Social work, Shri Padmavati Mahila Visvidhyala, Triupathi,
A.P.; “Psychological Adjustment of school children with conducts Problems”. From. Findings

1. The present study measures the psychological adjustment of conduct disordered children. The study reveals that there is no significant difference in Adjustment among girls in both urban & rural areas. 2. Significant difference was found among boys. Peer group influence is found more among urban boys. It can be concluded that social work skills will be more useful to improving the child’s life.

Shailendra Prasad (2004) conducted a study of Psycho-Social Factors of Adjustment problems of Primary School Teachers of Garhwal Mandal. HNB Garhwal University, Srinagar (Garhwal), Uttarakhand. All the five objectives of the study have been well enunciated. All the eight hypotheses of the study have been well formulated in the null form. Research Design: Cross-sectional normative survey Sample: The sample of 500 Primary School Teachers drawn through random sampling from the Government, Private, Rural and Urban Schools of Garhwal Mandal cutting across Chamoli, Uttar-Kashi, Rudra-Prayag, Paudi Gharwal, Tihari and Dehradun. The data gathered have been properly analyzed through Mean, Standard Deviation and t-value. The study is quite revealing as follows: 1) The well adjusted primary school teachers of Garhwal have been found better adjusted and contented than the maladjusted teachers. 2) The rural and urban teachers have not been found differing significantly on their adjustment. 3) The married and unmarried teachers have not been found differing significantly on their adjustment.

Nibedita Nayak (2005) has studied Mental Health and Adjustment of Secondary School Teachers Influencing Development of Self Concept in Teachers. Utkal University, Bhubaneswar. Objectives: 1. To develop and standardize a Teacher Self-Concept Scale. 2. To study the self-concept of the Secondary School Teachers in relation to the intra-variables sex, marital status, experience in teaching and level of education. 3. To study the mental health of the Secondary School Teachers in relation to sex, marital status, experience in teaching and level of education. It is a co-relational and ex-post facto study. The sample of 352 secondary school of the undivided Puri district has been well drawn through random sampling. The Self- Concept Scale has been systematically standardized through a sample of 400 in-service teachers drawn from 13 Teacher Training Institutes. RCE and have been suitably used for assessment of Mental Health, and Adjustment. The data have been analyzed using suitable statistical techniques, namely, measures of central tendency and variability, t-value, zero order correlation, partial correlation and multiple correlations. The Study reveals that Female, unmarried, less qualified and more experienced teachers are found to be in possession of
better self-concept than male, married, more qualified, less experienced teachers. There existed no statistically significant difference between the married and unmarried teachers in regard to mental health.

**Sindhu (2005).** Conducted a study of Teachers' Motivation, Student Adjustment and their Academic Achievement. Ram-Each Journal of Education, Vol. 2(2), 19-23.10 Indian Educational Abstracts. The objectives: (i) To study male and female teachers' motivation to work; (ii) to study and compare school adjustment of boys and girls; (iii) to study and compare male and female students' liking towards their teachers; (iv) to compare the achievement of boys and girls; and (v) to examine the extent of interrelationship between the above mentioned variables. Methodology: A normative testing survey method and cross-sectional approach was used for collection of the data. 32 teachers and 680 Standard X students were selected from the Kendriya Vidyalayas of five zones of district Saharanpur through stratified random sampling technique. The tools used were: Teachers' Motivation to Work- the Test and Scale by B. Singh; Students' Liking Scale by S.P. Malhotra and B.K. Passy and School Adjustment Inventory by N.M. Bhatia. Findings: (1) Both, male and female teachers were found to possess average or above average level of motivation to work. (2) Most students displayed average and above average adjustment with school environment. The girls displayed superior adjustment as compared to the boys. (3) The girls were found to have more liking for their teachers than the boys. (4) No significant difference was found in the achievement of boys and girls.

**Cheung et al. (2005)** compared 21 university students admitted by high school recommendations with 29 classmates admitted by traditional means with respect to various dimensions of adjustment. It revealed no significant affect due to non-traditional admissions on the students' adjustments in academic social and personal emotional aspects.

**David L. Rabiner, (2008)** studied Adjustment to College in Students With ADHD. Objective: To examine college adjustment in students reporting an ADHD diagnosis and the effect of medication treatment on students' adjustment. Method: 1,648 first-semester freshmen attending a public and a private university completed a Web-based survey to examine their adjustment to college. Results: Compared with 200 randomly selected control students, 68 students with ADHD reported more academic concerns and depressive symptoms. This was explained by higher rates of inattentive symptoms among students with ADHD and was unrelated to hyperactive-impulsive symptoms. Among students with ADHD, medication treatment was not related to better adjustment or diminished ADHD symptoms.
Abdullah, Maria Chong (2008) studied Contribution of Emotional Intelligence, Coping, and Social Support towards Adjustment and Academic Achievement amongst Fresh Students in the University. Ph.D thesis, University of Putra Malaysia. Adjustment is a significant predictor of academic achievement amongst fresh students in university. Adjustment problems can affect the student’s performance if they are not overcome. Thus, this study aims to investigate the role of students overall adjustment as a mediator in predicting the relationship between emotional intelligence, coping, and social support with academic achievement in the university. Besides that, this study also explored student’s level of academic achievement, adjustment, emotional intelligence, coping effort, and their level of satisfaction towards the availability of social support at the university. Using correlation descriptive design, this study involved 250 first semester students at a local public university. Instruments employed to measure the research variables in this study are: Student Adaptation to College Questionnaire (to assess adjustment to university), Mayer-Salovey-Caruso Emotional Intelligence Test TM (to assess emotional intelligence), Ways of Coping Questionnaire (to assess coping effort), and Interpersonal Social Evaluation List-College Version (to assess social support). Data was analyzed using descriptive and inferential statistics. Research findings showed that majority of the students have a moderate overall adjustment level, as well as for the academic adjustment, social adjustment, personal-emotional adjustment, and goal commitment/institutional attachment dimensions. Findings of the study indicated that there were significant differences in students overall adjustment level based on their gender and academic achievement. Male students overall level of adjustment was found to be higher compared to female students. Students who achieved higher grade point average were found to have higher overall level of adjustment compare to those who achieved low grade point average.

Akbar Hussain (2008) studied Academic Stress and Adjustment among High School Students. Present study was undertaken to examine the level of academic stress and overall adjustment among Public and Government high school students and also to see relationship between the two variables (academic stress and adjustment). For that purpose 100 students of class IX were selected randomly from two different schools out of which 50 were taken from Public and the remaining 50 were taken from Government school Sinha and Sinha scale for measuring academic sinha and Sinha and Singh Adjustment Inventory for school students was used to examine level of adjustment among the students. Results indicated that magnitude of academic stress was significantly higher among the Public school students.
whereas Government school students were significantly better in terms of their level of adjustment. However, inverse but significant relationships between academic stress and adjustment were found for both the group of students and for each type of school. Method
Altogether 100 class IX male students were randomly selected from two different types of schools of Delhi. Out of 100 students, 50 were taken from public school and the remaining 50 were taken from Government school. Tools For assessing academic stress of students a 30 items composite scale for assessing academic stress among students consisting of force choice type answer was used. The scale was developed by Sinha (2003) and was published in the Journal of Mental Health and Human Behavior.

Mokone, Mpho (2009) studied the adjustment of first year female engineering students into university: an evaluation. This study focused on the relationship between spatial ability and the academic performance of first year female engineering students. The study was multi method, involving psychometric testing of all first year engineering students to compare the two and three dimensional spatial perceptual scores of male and female students and their relationship to academic performance in the first year Engineering Graphics course, and interviews conducted with a matched sample of 18 male and 18 female students taking the course. The quantitative analyses indicated that male first year engineering students outperformed female engineering students academically for the reason that they had better developed three dimensional spatial perceptions than female students. Many of the female engineering students experienced difficulties with the first year course content, and used a variety of strategies to get over their problems. This acts as an additional barrier to female students choosing engineering as a career. Overall, the evidence from this study would thus suggest that cognitive, personal and social factors negatively influence the academic performance of many female engineering students at time of intake to the university, indicating the need for additional tutorials and academic support directed at enabling their successful transition from school to university.

Bal Krishan Pal (2009) conducted “A study of core teaching skills of in-service primary teachers in relation to their self-concept and adjustment”. One of the most important questions pertaining to self-concept and adjustment of in-service primary teachers is as to how the different teaching skills contribute towards making their teaching effective. The specific objectives of the study are as follows: 1. To study the core teaching skills of in-service primary school teachers of Delhi schools 2. To develop observation schedule for assessment of core teaching skills (CTS) at primary school level. 3 To identify and assess the
extent of skill deficiencies of primary school teachers. To study the relationship of core teaching skills, self-concept and adjustment of primary teachers. The present study has been designed and conducted into two phases, co-relational and differential phases. While the former study relationship between the core teaching skills, self-concept and adjustment of primary teachers the latter is concerned with the differences between the core teaching skills, self-concept and adjustment of primary teachers. In order to make sample which could well represent each district of National Capital Territory? Delhi, and both types of schools, this has been done in two stages First, schools have been selected randomly from each district. From each district 5% schools of different types i.e., Sarvodaya Vidyalayas and MCD Primary Schools have been selected. However if included in the sample. Core Teaching Skill Observation Schedule (CTOS) -- It is developed by the investigator In total ten skills have been taken into considerations Self-Concept Inventory (SCI) -- Self-Concept Inventory has been used to measure Self- Concept of in-service teachers developed and standardized by Prof. RRB hatnagar. Mangal Teacher Adjustment Inventory (MTAI) -- For the present study Mangal Teachers; Adjustment Inventory developed and standardized by Prof S.K.Mangal has been used. This study was analysed into two phases of the collected data. (A) Co-relational Phase and (B) Differential Phase . Major Findings and Conclusions 1. Female primary teachers are showing more skill deficiencies than the male primary teachers. 2. Primary teachers of Sarvodaya Vidyalayas are reflecting more skill deficiencies than the primary teachers of M.C.D. Primary Schools. 3. Primary teachers having professional qualification Diploma in Education (ETEJBT) are showing more skill deficiencies than the professional qualification Degree in Education (5.Ed).

Ekta Sharma (2009) “Relationship of creativity with academic achievement, achievement motivation, self-concept and levels of adjustment among adolescents” The study attempted to (i) identify different levels of Creativity, Achievement Motivation, Self Concept, Index of Brightness and adjustment among adolescents(ii) study the contribution of Creativity, Achievement Motivation, Self Concept, Index of Brightness and adjustment (iii) study the interaction between Creativity, Achievement Motivation, Self Concept, Index of Brightness and Adjustment and its effect on academic achievement of adolescents and (iv) study the relationship between all the variables (including Academic Achievement). To accomplish the objectives the data was collected through sample of 770 students of Government schools of West Delhi in the age group of 14-15 years, using the Baqer Mehdi’s Tests of Creative Thinking, Deo-Mohan's Achievement Motivation (D-ACM) Scale, Pandey's
Adolescent Adjustment Analyzer, Pratibha Deo’s Self-Concept Scale, Mohsin’s General Intelligence Test and school cumulative records. The data so collected was quantitatively analyzed through statistical techniques of ANOVA, Regression Analysis, Pearson's Product Moment Coefficient of Correlation and F-test. The different levels of all independent variables were found and by taking three variables at a time, it was found that (i) there is no significant interaction effect of Creativity, Achievement Motivation, Self Concept, Index of Brightness and Adjustment on mean performance of Academic Achievement of adolescents (ii) There was significant contribution of Creativity, Achievement Motivation and Index of Brightness in predicting Academic Achievement of adolescents, whereas Self Concept and Adjustment didn't contribute in predicting Academic Achievement of adolescents (iii) Index of Brightness and Adjustment were negatively correlated to Creativity, Achievement Motivation, Self Concept and Academic Achievement among adolescents. However, both these variables were positively correlated to each other.

Maria Chong Abdullah (2009), Adjustment amongst First Year Students in a Malaysian University. Specifically the objectives of this study are: 1. To find out the level of adjustment amongst first year undergraduates. 2. To find out the differences between male and female students in college adjustment. 3. To determine the relationship between students' adjustment and their academic achievement. 250 first year university students from six different faculties in Universiti Putra Malaysia (UPM) participated in this study. They were selected using a multistage cluster sampling technique. There were 179 (71.6%) female respondents and 71 (28.4%) male respondents, ranging from 18 to 22 years old (M = 19.37, SD = 1.19). In terms of ethnic groups, there were 192 (76.8%) Malays, 43 Chinese (17.2%), 8 Indians (3.2%), and 7 others (2.8%). The Full Scale score were then divided into three categories (high, average, and low) based on the guidelines provided by the authors in the manual. The subscales scores were calculated and categorized in the same manner. Table 1 summarized the level of students' overall adjustment as well as the four separate areas of adjustment. Findings in Table 1 indicated that 70% of the respondents' overall adjustment were at the moderate level, while only 4% obtained a high level of overall adjustment. 26% were found to be in the low category for their overall adjustment.

Reeta Suri (2009) Role of Emotional Intelligence in Academic Success and Adjustment of Higher Secondary Level Students. Pt. Ravishankar Shukla University, Raipur, Chattigarh Objectives 1. To find out the relationship between emotional intelligence and academic achievement of 12th graders. 2. To find out the relationship between emotional
intelligence and adjustment of 12th graders. 3. To find out the relationship between academic achievement and adjustment of 12th graders. It is a co-relational study. The sample of 400 Boys and Girls has been drawn through stratified random sampling from various BSP and Non-BSP schools of Bhilai city situated in Durg district of Chattisgarh State. The tools employed by the investigator for data collection were Mangal Emotional Intelligence Inventory and Adjustment Inventory by Dr. R.K. Johan. The percentage scores obtained by the students in XII Class CBSE examination were treated as their Achievement Scores. Pearson's Product Moment Correlation and 2*2*2 Factorial Design were the techniques suitably employed for data analysis. Findings; 1. A significant correlation was found between Emotional Intelligence and Adjustment of both, male as well as female XII Class Students. 2. No significant relation was found between EI and Achievement of both, the male as well as female XII Class Students. 3. Adjustment and Achievement were not found to be significantly correlated. 4. Overall EI was not found to have a significant impact on achievement of XII Class Students.

Randhawa Gurpreet ; (2011) Adjustment among the university students. Adjustment is a complex and multi-faceted concept. The adjustment process is a way in which an individual attempts to deal with stress, tensions, conflicts etc., and meet his or her needs (Kulshrestha, 1979). In this process the individual also makes efforts to maintain harmonious relationships with the environment. The present study aimed to examine the adjustment levels in the students' life when they shift from school level to college or university level. A random sample of 100 students from faculty of commerce and business management has been selected which consists of 40 male and 60 female students respectively. This scale consists of 50 items distributed on five dimensions. Means, standard deviations and t-test values were used to analyze the data. The findings of the study revealed that male students are better adjusted than the female students. The study concludes that the successful transition of the students from school level to university level is essential for the bright and prosperous future of the students. For this proper and timely guidance and counseling on the part of parents and teachers is must.

Zareena, S.K, Vatsala V.M (2012) Adjustment Problems, Time Management and Effect of Parents’ Socioeconomic and Educational Status on Students’ AchievementEducation is an all-important factor and we find several changes taking place in leaps and bounds. Students spare no pains in joining the rat race to face the competitive world. Several adjustments socially, mentally, physically, emotionally have to be made by
them at large. Lack of right kind of knowledge to use the most scarcely available commodity
TIME throws anyone, especially a student out of gear in today’s world. A need was felt to
make a comparative study of High and Low achievers in their adjustment problems. Time
management and the effect of the parental socioeconomic and educational status on their
achievement. The masscult shows that there was no significant difference in the time
management capacity of the high and low achievers but low achievers did show more
adjustment problems than the high achievers.

2.5 STUDIES RELATED TO PERSONALITY

Goel (1978) reported extroversion as an important factor related to teacher
effectiveness. Using the Flander’s Interactive Analysis System, he found extrovert teachers to
have greater interchange of classroom events than introvert teachers. The extrovert teachers
had large transition from pupil response to the categories of teacher praise; encourage and
questions as compared to introvert teachers. It appeared that extrovert teachers had all the
seven interaction models of critical teaching behaviour while introvert teachers had only first
four models of teaching.

Goodwin Coy Ronald (1978) studied whether or not there was any relationship
between junior high school Teacher Effectiveness and junior high school teacher personality
factors. The major findings were: the junior high school students perceived the reserved
teacher to be a better motivator than the out-going teacher. The more intelligent to be fairer
than the less intelligent teacher. The tough minded teacher to be a better motivator of students
than the tender minded teacher. The tough-minded teacher to be more subject matter oriented
than the tender minded teacher. And the conservative teacher to be more subject matter
oriented than the experimenting teacher.

Deo (1980) studied the personality and adjustment correlates of teaching
effectiveness. It was found that high group is emotionally more stable, extrovert, dominant
and the low group is emotionally more unstable, introvert and submissive, but, more sociable.

Wan goo (1984) in a study pointed out that personality adjustment, democratic
leadership a high degree of intelligence and emotional content are the main characteristics of
teacher effectiveness.

Pal and Bhagaliwal (1987) conducted a study on personality characteristics
associated with teacher effectiveness as seen through the Rorschach Technique. Major
Findings: The findings of the study showed that more effective teachers had a higher intellectual level as reflected in their intellectual capacity as well as intellectual functioning. Further, more effective teachers were characterized by a fairly higher level of differentiation and integration in their cognitive and perceptual functioning. On the other hand, less effective teachers had a low level of imagination and maturity so that they stuck to a practical everyday common sense view of things as they were not capable of a more integrated view of things. More effective teachers were endowed with more of creative potential, whereas less effective teachers lacked enough of inner productive resources. The affection need of more effective teachers did not unduly interfere with their responsiveness to emotional situations, whereas less effective group was ruled by immediate need for gratification and also tended to act out emotions without socialized restraint. More effective group was characterized by rich imaginable resources to back up their high level of aspiration. On the other hand; less effective group had too high level of aspiration which was not in keeping with their low level of productive resources.

More (1988) conducted a study of to find the relationship between personality, aptitude for teaching and effectiveness of secondary teachers. Major Finding: It was found that out of the 16 personality factors; only six factors were found to be positively correlated with teaching effectiveness.

Law and Song (2004) identified the incremental validity of Emotional Intelligence in 2 studies using a four dimensional definition of Emotional Intelligence as a set of abilities. In one study they found that Eland personality dimensions add together to predict life satisfaction better than personality alone. In another study, they found that after controlling the big five personality dimensions, others rating of EI additional variants in students job performance rating respectively. They concluded that the result support the idea that Emotional Intelligence may be related to but separate from Personality.

Easwari (2004) examined relationship of Personality with administrative and academic responsibilities of education officers in Tamil Nadu. The sample consisted of assistant elementary education officers of Dindigul, Coimbatore and Madurai districts. Results revealed that there was no low positive relationship between administrative responsibility and personality factor of responsibility. It was also found that there was no low positive relationship between academic responsibility and Personality factors.
Slavica (2004) investigated personality factors and teacher attitude in relation to their evaluation methods. The investigation was carried out on a sample of 76 teachers, teaching individual subjects in Zadar primary schools. The Scale of External Locus of Control, The Self-Actualization Scale and the Scale of Teacher Attitudes were used. The results had shown different combinations of predictor variables sex, age, experience, self-actualization dimensions, extroversion, comfort, conscientiousness, emotional stability, intellect and locus of control for a negative attitude toward knowledge like underestimation, positive attitude toward knowledge like overestimation and a positive attitude toward grading as well as insecurity in grading, high grading criteria and positive feelings while grading. Results revealed that teacher attitudes toward knowledge and grading, as well as feelings could be explained by personality factors. In view of the fact that tolerant, fair and strict teachers differ in their attitudes, it was concluded that personality factors, attitudes, influence the way teachers grade the knowledge of their students.

Tracy (2005) in a study on personality type as a predictor of interaction between student teachers and cooperating to measure personality type, the Myers-Briggs Type Indicator was used and to measure interaction aspects, the Mentoring Relationship Questionnaire, developed by German was used. Findings suggested that, according to both cooperating teachers and student teachers, that student teachers were receiving psychosocial assistance from cooperating teachers. In addition, according to both student teachers and cooperating teachers, student teachers did not need much, nor did they receive much support related to their roles and responsibilities of an agriculture teacher. The study found that the more similar (in general) the pair perceived themselves to be; the more the pair was satisfied with their relationship or interaction. However, similarity in personality type was found to have little influence on the variables.

Kharlukhi, B. (2005). Studied Self-concept in relation to some Selected Personality Variables among Teacher Trainees in Meghalaya. Ph. D., in Edu North Eastern Hill University, Shilong. Objectives: (i) To find out the self-concept and personality of teacher trainees in relation to sex, community and locale; and (ii) to study the relationship of self-concept with personality. Methodology: For the study all the elementary and secondary level TT admitted in the different training institutions in Meghalaya were taken into account. A representative sample of the population was drawn by adopting stratified random sampling technique, the strata being the different level of TT. For the analysis of the data Mean, Standard Deviation and t-values were used. Findings: (1) The level of self-concept of teacher
trainees for each dimension was noted: the highest percentage (77.50%) of the high level category is found to be in SCD-E (moral), the highest percentage (89.69%) of the average level category was found in SCD-F (intellectual). There was a significant difference between the means of male and female teacher trainees in SCD of physical, social and moral. (2) Level of the scores in each primary personality factors (PPF) was found: the highest percentage (49.53%) of the teacher trainees were assertive, aggressive, stubborn,

**Nachimuthu (2006)** studied occupational commitment in relation to personality. The study consisted of 150 professional selected through purposive sampling method from occupations such as teaching, police and executive from various parts of Coimbatore city of Tamil Nadu State. The age ranges of the professional are from 23 to 46. Results of the study revealed that there existed a significant relationship between personality and occupational commitment. Executives had higher level of occupational commitment when compared to lectures and police.

**Naik (2006)** studied the effect of teacher personality, attitude and teaching effectiveness on students achievements. The finding of the study was that there existed significant difference between the interaction effects of teacher’s personality type and attitude towards profession on effectiveness in teaching.

**Dakshinamurthy (2006)** conducted a study on interaction effect of teachers’ teaching effectiveness, teachers’ personality and teachers’ attitude on academic achievement in social science among students studying in secondary schools. The findings of the study were: (i) the teachers with favourable attitudes towards profession would influence more the academic achievement of students in social science that the teachers with unfavorable attitude towards profession. (ii) the teachers with effective teaching would influence more the academic achievement of students in social science than the teachers with effective teaching.

**Amirtha m.Kadhiravan(2007)** studied Influence of personality on the emotional intelligence of teachers. Emotional intelligence is a mental ability / skill which has to be acquired by an individual throughout his life; it helps us to protect our mental health. This study explores the relationships between emotional intelligence and personality of teachers. The results reveal that gender, age, and qualification influence the emotional intelligence of teachers. Teachers also differ in some of their personality dimensions with respect to different dimensions of variables. Further, it is found that extroversion, introversion and feeling dimensions of personality have a negative impact on emotional intelligence of teachers,
whereas thinking and judging dimensions have a positive impact on their emotional intelligence.

**Kaur and Meenakshi (2007)** conducted a study on impact of teacher training programme on B.Ed. students’ motility, attitude towards teaching and personality. A representative sample of 380 female students of B.Ed. class was taken so as to represent rural and urban education colleges affiliated to Panjab University, Chandigarh. The investigator selected four colleges (one rural and three urban) randomly. Self constructed Motivity Scale having 20 items relating to the motives for joining the B.Ed. course. Ahluwalia’s Teacher Attitude Inventory (TAI) was used with six aspects viz. teaching profession, class-room teaching, child-centered practices, educational process, pupils and teachers. Eysenck Personality Questionnaire was used to measure three important personality dimensions i.e. Psychoticism, Extraversion and Neuroticism of B.Ed. class. The mean score on psychoticism of the B.Ed. students is 3.94 with SD 2.26 at entry stage of the teacher training programme. At the time of admission students are slightly high on the trait of psychoticism because of being put to heavy pressure to clear the entrance test and due to uncertain future and lack of ensured employment. During the teacher training programme the mean score increased to 4.35 with SD 2.34 at stage II and 5.31 with SD 3.31 at the end of the training programme. At the entry stage of the teacher training programme the mean score of students on neuroticism is 11.07 with SD 4039 which shows that at time of admission in B.Ed. course the students were normal on this dimension. A gradual decrease has been found during the training period. At the stage II mean score decreased to 10.45 with SD 4.31 and at the completion stage of the B.Ed. training the mean score further decreased slightly i.e. 10.39 with SD 4.37. So, B.Ed. students become less neurotic at the end of the teacher training programme. The mean score of B.Ed. students on extraversion are 11.87 with SD 4.31 at stage I of the teacher training programme. The students are normal at the time of admission, but they become more extraverts, but they become more extraverts due to numerous opportunities of exposure (Interaction with the students of other colleges during inter – college competition, with students of other regions and streams, with the school teachers and school students during skill-in – teaching). The mean score gradually increased to 13.92 with SD 3.46 at stage II and 14.26 with SD 3.44 at the culmination stage of the teacher training programme. This shows a gradual positive change towards the end of the training period.

**Liang (2007)** conducted a study on "The relationship between Personality Type and emotional Intelligence in a sample of college and university faculty in Taiwan" at the Texas
A & M University – Kingsville, USA. Higher education institutions have been searching for ways to enhance the effectiveness of students and faculty to address the problems and challenges of recruitment, retention, and quality issues for faculties and students for which EI skills play major role. The current study focused on identifying and determining the EI skills and personality type factors impacting faculty performance and success in post secondary education. i.e., the study investigated whether there was any relationship, of EI and Personality Type among the faculty teaching in Taiwan. A sample of 100 faculty members from colleges and universities in Taiwan was taken. Eighteen hypotheses were framed and tested to explore the relationship between Personality Type and EI. A quantitative approach was used to collect and analyze data. Two inventories, the Myers-Briggs Type Indicator (MBTI) and the Emotional Skills Assessment Process (ESAP) were utilized for data collection. A one-way ANOVA was applied to analyze the data. Major factors evaluated were personality type, gender, and age. Dependent variables were six sub scores from the ESAP. Data analyses revealed a significant relationship function between faculty's Personality Type & EI skills and their age & EI skills; but not between gender and EI skills.

Khan and Yaseen (2009) examined Personality Factor of elementary level teachers in district Baramulla. Two hundred teachers were randomly selected from Sopore, Rohama and Dangerpora districts. Cattell’s 16PF Questionnaire used as the tool for the measurement of personality factors. Findings revealed that young elementary level teachers were emotionally less stable, easily annoyed and were affected by feelings. They were also found tense frosted, restless and impatient. While old elementary level teachers were emotionally stable, mature, and calm and faces realities. They were also found relaxed, not frustrated, composed and satisfied. Male elementary level teachers were assertive, competitive, dominant, enthusiastic, expressive, cheerful, venturesome, bold, and sociable and were ready to try new things. While female elementary level teachers were humble, submissive, accommodating, sober, pessimistic, introspective, shy, hesitant and timid. Male teachers were tough minded, realistic self reliant, forthright and genuine. While female teachers were found tender minded, over protective, sensitive, shrewd, diplomatic, calculating and socially aware. Male teachers were self assured, secure, untroubled, experimenting, liberal, and critical and were open to change. While female teachers were apprehensive, insecure, worrying, conservative and respect the traditional ideas. Male teachers were uncontrolled and had little regards for social rules and demands. While female teachers were controlled, compulsive, socially aware and careful.
Kumar and Jyoti (2009) studied gender difference on personality profile among govt. aided and self financing teacher trainers. For the study 236 B.Ed. trainees from govt. aided colleges and 231 from self-financing teacher training institutions were chosen. Cattell’s 16 PF Questionnaire had been used in the study. The results indicated that the trainees who took admission in government aided colleges through merit basis and after passing the tuff competition are found to be more nature and ready to face reality with practical approach while students who took admission in self financing institutions.

Singh and Buddhisagar (2009) investigated personality dimensions of a teacher with special reference to its morale. The sample consisted 100 students teachers out of those 40 male and 60 female taken from the Bhopal district. Teacher Morale Scale by Singh was used for data collection. It appears that there was significant relationship between teacher’s morale and extraversion dimensions of personality. The sex variable seems to have no influence on the relationship between teacher’s morale and extraversion/neuroticism. Similarly the academic disciplines had no effect on the relationship of teacher’s morale and extraversion/neuroticism.

Sowmyah and Ningamma (2010) studied emotional intelligence in relation to personality. There was a significant difference among extroverts and introverts. Means extroverts of their continuous interaction allows them to understand the feelings of others and they respond to it frequently. There was significant difference in the emotional intelligence level between the rural and rural introverts. Result revealed that there was a significant difference among urban extroverts and urban introverts. Emotional intelligence among urban extroverts was more than urban introverts. It was because urban introverts have less interaction with the people and hardly respond to the feeling of others. There was a significant difference, but the urban extroverts was had high emotional intelligence as they get more exposure in the society. There was no significant difference in the means of rural introverts & urban introverts. Introverts are least bothered about other’s feelings. Thus researchers clearly linked personality traits of teachers to student success. Effective teachers are enthusiastic, have warmth, and possess a sense of humor, liberal, sociable, showing leadership, extraverted, no anxious, objective, supporting, non-authoritarian, non-defensive, intelligent, and aesthetically sensitive, relaxed, not frustrated, composed and satisfied.

Singh and Patharkar (2010) was conducted a study on the impact of Personality traits and Emotional Intelligence on leadership effectiveness. The findings revealed that openness to experience emerged as the best predictor of leadership effectiveness followed by
conscientiousness, Emotional Intelligence, agreeableness and Extraversion. They suggested Personality Traits and Emotional Intelligence are the significant predictors of Leadership Effectiveness.

2.6 REVIEW AND RELATED TO EMOTIONAL INTELLIGENCE

Woods (2001) conducted “An investigation of the relationship among EI levels. Holland’s academic environment and community college students’ internet use. The results of the analysis indicated that those who spent more time on email had a higher emotional intelligence.

Tehan (2002) studied the role of Emotional intelligence played in the graduation of adults, 30 years of age/older, from an alternative college degree completion process. And found that Emotional Intelligence was a factor in determining the successful completion of alternative college degree program.

Nair (2002) tried to develop a test to measure Emotional Intelligence and Integrity and to investigate their contribution in making an executive successful in her/his career or profession. Sample of the participants for the test which was conducted in two phases were: first phase with 107 consisting of Post-graduates, M. Phil and Ph. D students of them. S. University and the second phase with 109 consisting of post-graduates, M.Phil and Ph. D students of the University as well as professionals, housewives and teachers from outside. There were 114 items (90 of EI and 24 of Integrity) on the19 dimensions (14 of EI and 5 of Integrity) for the final constructed test, after rigorous item analyses. This final test was administered on another sample of M.Phil and Ph. D students as well as professionals, housewives and teachers for establishing the reliability of the test. Through rigorous verification of four formulated hypotheses, the following conclusions were drawn: 1) there insignificant relationship between EI and Integrity; higher the EI level, higher is the level of integrity. 2) No significant relationship exist (a) between EI and executive success, (b) between Integrity and executive success (c) successful & not so successful executives in terms of EI and Integrity levels. The main contribution of this study to the field was the reliable and valid tool (but yet to be made available to others) to deal with EI and integrity.

Tyagi (2003) conducted a study on Emotional Intelligence of Secondary Teachers in relation to gender and age and found that EI of secondary teachers is extremely low. The study also revealed that there was a total lack of emotional competencies such as to tackle
frustrations, to delay gratification, communication of emotions and inter-personal relationships. He concluded that male and female teachers do not differ in respect of their level of Emotional Intelligence.

**Chansen (2003)** conducted a study on linking EI and literary development through educational drama for a group of first and second graders. The result show that the children’s development in this area of EI and liberty seemed to be enhanced because of the focus on individual emotional experience facilitated by certification through educational drama.

**Law and Song (2004)** explored the incremental validity of EI in 2 studies using a four dimensional definition of EI as a set of abilities. They were able to show in one study that EI and personality dimensions add together to predict life satisfaction better than personality alone. In another study, sample, found that after controlling the big five personality dimensions, others rating of EI explained additional variants in student’s job performance rating, respectively. They concluded that their result supports the idea that Emotional Intelligence may be related to but separate from personality.

**Feldman (2004)** studied the relationship among college freshman’s cognitive risk tolerance, academic hardness and Emotional Intelligence and their usefulness in predicting academic outcomes. Results showed the female students had significantly higher academic hardness EI scores than male students.

**Bracket, Mayer and Warner (2004)** assessed Emotional Intelligence and its relation to everyday behaviour. The test of Emotional Intelligence and a measure of the big five personality traits were took by 330 college students. The study resulted that women scored significantly higher in Emotional Intelligence than man. Lower Emotional intelligence in males was due to their inability to perceive emotions and to use emotions to facilitate thought. It was associated with negative outcomes including illegal drug and alcohol, deviant behavior and poor relations with friends. It also revealed that Emotional Intelligence was significantly associated with maladjustment and negative behaviors of college aged males but not for females.

**Petridesa K V, Norah Frederickson and Adrian Farnham (2004)** conducted a study on “the role of trait Emotional Intelligence in academic performance and deviant behavior at school.” It reflected that trait Emotional Intelligence moderated the relationship between cognitive ability and academic performance. In addition to this, pupils with high trait Emotional Intelligences scores were less likely to have had unauthorized absences and less
likely to have been excluded from school. Most trait of Emotional Intelligence effects persisted even after controlling for personality variance. It is concluded that the constellation of emotion-related self-perceived abilities and disposition that construct of trait Emotional intelligence is implicated in academic performance and deviant behaviour, with effects that are particularly relevant to vulnerable or disadvantaged adolescents.

**Mohan Sundaram (2004)** conducted a study on Emotional Intelligence and achievement of teacher trainees at primary level. The findings of the study were: 1. Men and women teacher trainees did not differ in their Emotional Intelligence. 2. There was a significant low positive correlation between Emotional Intelligence and overall academic achievement of teacher trainees. 3. The teacher trainees of co-education institutions were at higher level, than the teacher trainees of non co-education institutions in their Emotional Intelligence. 4. There was significantly low positive correlation between Emotional Intelligence and achievement in educational subjects and achievement in science subjects.

**Sangeeth Jose (2005)** attempted to study on Emotional Intelligence and self-efficacy of the teacher educators. The findings of the study were: 1. The teacher educators had a moderate level of Emotional Intelligence and self-efficacy. 2. The female teacher educators had outdone male teacher educators in Emotional Intelligence. 3. There was a significant relationship between Emotional Intelligence and self-efficacy of female teacher educators and the teacher educators and the teacher educators in total except male teachers.

**Dhull and Mangal (2005)** in their article discussed Emotional Intelligence and its significance for school teachers. They have stressed the importance of brain based research, educational status of schools and the need to increase the efficiency of schools by educators and teachers. They have emphasized restricting and resulting of teacher education, in-service and pre-service programs to groom teachers along proper guidelines.

**Wysocki (2005)** conducted a study of Emotional Intelligence and gender role conflict. It was aimed to investigate the relationship between Emotional Intelligence as measured by Mayer and Salovey. The study showed that Emotional Intelligence was significantly related to the department variable, gender role conflict.

**Menzie (2005)** examined the relationship between and social competence and Emotional Intelligence on the basis of Grade Point Averages. The result showed positive correlations between the academic and social competence scales.
Barent (2005) conducted a study on “Principals’ level of Emotional Intelligence as an influence on school culture”. This study measured the EI and influence on school culture of fifteen principals randomly selected from school districts in Wyoming. The Mayer-Salovey-CarusoEI Test (MSCEIT) was used to collect data. Data analysis gave rise to (1) hierarchical linear model of the current status of teachers’ perceptions of the school culture in four categories (shared vision, facilitative leadership, teamwork& cooperation, and nurturing a learning community) and (2) the current status of the four categories of emotional intelligence of the principals (managing emotions, using emotions, understanding emotions, and perceiving emotions). The findings of the study were clear indicators for the influence of emotionally intelligent principal on the school culture.

Boyd (2005) conducted a study on “The Emotional Intelligence of teachers and students' perceptions of their teachers’ behaviour in the classroom”. The results indicated that there was significant difference between those teachers who scored well in the EI test and those who displayed emotionally intelligent behaviours as perceived by students in the classroom. It was remarked that teachers' perceptions of how students feel about them or the classroom environment they create, are not always accurate. The Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT) may indicate Emotional Intelligence knowledge but it cannot predict how individuals will be perceived by others. Also it was found out that teachers who are emotionally intelligent do not necessarily use it in the classroom. Lastly, teacher behaviour matters to students in terms of relationships & perceptions, and in creating the feeling that the classroom is emotionally safe. It was concluded that an emotionally safe classroom is more conducive to learning.

Katyal S and Awasthi E (2005) made a study on gender differences in Emotional Intelligence among adolescents of Chandigarh. It revealed that majority of girls and boys had low emotional intelligence and girls were found to have higher emotional intelligence than boys.

Phillips (2005) in his study on “An analysis of Emotional Intelligence and faculty qualities necessary for success in a non-traditional classroom setting” was aimed to assess competencies of faculty teaching non-traditional college students (defined as adult students over 25 years of age) who have worked for several years prior to pursuing a college degree. This study explored whether there was any relationship between self-reported ratings of EI and teaching success as evaluated by the nontraditional students in the ‘end-of-course’ evaluation. Some senior faculty members (N=52) participated in the study; they completed
the EQ-I: S assessment of emotional intelligence. Scores obtained from EQ-I scale were correlated with the ‘end-of-course’ student evaluations of teachers. Additionally, interviews were conducted with faculty who scored the highest and the lowest on EI to understand whether such faculty members were incorporating techniques associated with EI in their classroom settings. No significant relationships between scores on the assessment of EI and scores on the student end-of-course evaluations were found. The qualitative analysis of the narrative interviews indicated that both the group of faculty who scored high and low on the EI assessment did stress on flexibility and strong interpersonal relationship skills in the classroom. However, the faculty members who scored high on the EI assessment did demonstrate more optimism than did those scoring low on the assessment of EI. It was suggested that further researches should be conducted to determine what specific behaviours are exhibited by teachers with high EI, which would benefit non-traditional as well as traditional adult students' success. Better selection of instructors and a more effective classroom culture can be made effective by the identification of faculty competencies necessary for teaching nontraditional adult students, which in turn could help students to achieve their academic and professional goals. It may also help to provide needed skilled employees in organizational environments, and help these workers to become responsible and productive citizens in their workplace and their society as a whole.

**Rosales (2005)** studied “The relationship between Emotional Intelligence and communication styles in middle school teachers” for examining the relationship. 40 school teachers employed at a South Central Texas Middle School were selected. An Instrument for measuring EI (Bar-On EQ-i) and another for measuring communicator styles (Norton's Communicator Styles Measure) were used. The null hypothesis that there was no relationship between EI and communicator styles in the sampled group of middle school teachers was rejected. The findings indicated a negative significant correlation between the composite score of EI and the dramatic communicator style. The results of supplemental analysis supported the rejection of the null hypothesis; further additional analyses were also carried out and as such no significant relationships were found. Conclusion of the study indicated that the sampled middle school teachers having high EI were not, as such, good communicators.

**Thaigarajan, P.A. and Ramesh(2005)** studied Self-Concept of B Ed. Trainees. Objective: (i) To find out the level of self-concept of B Ed. trainees. (ii) To find out, if any significant difference in the self concept of the B Ed trainees in terms of their sex,
Methodology: The sample consisted of 96 trainees of Dr. Sivanthi Aditanar College of Education, Tiruchendur. The Multidimensional Personality Inventory designed by Manju Rani Aggarwal was used to collect data. From the six personality dimensions, the dimension of self-concept was selected for the study. The data collected from the B Ed trainees were analysed using ‘t’ test. Finding: The Self-concept of B Ed. Trainees was above the average i.e. high self-concept. There was no significant difference in self-concept of the respondents in terms of their sex, community, locality and optional studies.

Shah (2006) conducted a study on “Emotional Intelligence of Upper Primary Students of Gujarat State in Relation to Certain Variables”. The major objectives of the study were to construct and standardize an emotional intelligence scale for upper primary school students of Gujarat State and to study the relationship of emotional quotient with sex, area, socio-economic status and IQ. From this study it was found that there was no significant difference in the mean scores on E I with regard to sex, area, socio-economic status and IQ.

Szuberla (2006) studied Emotional Intelligence and school success of young adults of schools in sub-urban Alaska. The study revealed the significant relationship between total scores of Emotional Intelligence and scholastic achievement.

Mohammed D T (2006) made an attempt to study the relationship between Emotional Intelligence and job satisfaction testing the claim that Emotional Intelligence predicts job satisfaction. The result indicates that individual Emotional Intelligence was not significant product of the level of job satisfaction.

Romould (2006) conducted a doctoral study on “Development of an Enneagram Educational Programme for Enhancing Emotional Intelligence of Student-Teachers” at the Maharaja Sayajirao University of Baroda. The study was intended to develop an Enneagram Educational Programme and to assess the effect of this intervention programme on the emotional competence of B. Ed student–teachers. A sample of 40 student-teachers, from the B. Ed colleges of Jharkhand State in India, was selected at random and twenty student-teachers each were allotted for the experimental group and control group. The data were collected with the help of Emotional Intelligence Scale (Shutte,1998), EQ map questionnaire and other techniques, and analyzed quantitatively and a significant difference was found.
between the Mean scores for the components of EI of the experimental and control group, in the pre- and post–intervention administration of the scale.

**Agarwal, M. (2006)**, Does Emotional Intelligence affects relationship between deprivation and academic Anxiety? Objectives: To find out the relationship between the deprivation and academic anxiety among girls having different levels of emotional intelligence. Method: The sample of 100 adolescent girls, age group 13 -17 years were selected from different schools of Varanasi city. The tools used were. Deprivations scale CD-scale by S.K. Pal. 2. Academic Anxiety scale (A.A.S.) by S.K.Pal. 3. Emotional Intelligence test by K.Pandey. Finding: The deprivation and academic entity are positively correlated in case of more emotionally intelligent girls compared to low emotionally girls.

**Upadhyaya, P.(2006)** Personality of Emotionally intelligent Student teachers. Objectives: To examine the difference in the personality traits of high & low emotionally intelligent student teachers. Method: A sample of 28 Student teachers studying in ending Christian college Allahabad was selected for study. Mean, SD &t" test were used for analysis of data. Findings: Student teachers with low emotional intelligence are more unease & worried about future unhappy feeling & failures.

**Patil, B. & Kumar, A.(2006)**, Emotional Intelligence among student teachers in relations to sex, faculty & academic achievement. Objectives: 1. To find out difference in the emotional intelligence of male to female teachers. 2. To find out the difference relationship between emotional intelligence and academic achievement of students teachers. Method: A sample of 302 student’s teachers studying in four colleges of education in Kolhapur district using Random sampling method. Emotional Intelligence test (EIT) & academic achievement score were used as tool. Finding: 1. there is no significant difference between emotional intelligence of male & female student teachers. 2. There is no significant difference in the emotional intelligence of students of arts & science faculty.

**Darsana. M (2007)**, Relationship between emotional intelligence and certain achievement facilitating variable of higher secondary school students. Objectives: To find the relationship between emotional Intelligence and achievement facilitating variable for the whole sample and relevant sub sample. Method: Normative survey method was used in the study. The study has been conducted on sample of 587 students of Kerala. Emotional Intelligence test, socio economic status scales were used as tool. Findings: There is
Drew (2007) in his study on the relationship between Emotional Intelligence and Student Teacher performance aimed to determine whether Student Teacher Performance (STP), (as measured by a behavior-based performance evaluation process), was associated with Emotional Intelligence (EI), (as measured by a personality assessment instrument). The sample consisted of 40 student teachers. The study revealed that EI, as assessed by the Bar On EQ-I, and Collegesupervisors' assessments of STP were related. However, data collected from the Cooperating Teacher and Student-Teacher perspectives did not reveal While total Emotional Quotient (EQ) scores and scores for the Intrapersonal, Interpersonal, and General Mood Scales had a statistically significant association with two or more individual aspects of STP, the Stress Management and Adaptability Scale scores did not have any statistically significant relationships with total or any aspect of STP. The four participants in the study who had the most anomalous EQ/STP combinations were contacted to participate in interviews. Two individuals agreed, and these interviews revealed the complexity surrounding assessment of STP, and four themes which fall within the following analogous EQ-I Subscales: Assertiveness, Interpersonal Relationships, Social Responsibility, and Flexibility.

Sameer Babu (2007) studied the relationship between Emotional Intelligence and Self-esteem among secondary school students. The findings of the study were: 1. There was a significant relationship between self esteem and EI of secondary school students. 2. There was no significant difference between girls and boys and students from coastal and non-coastal areas in their self esteem and EI.

Rode, Mooney, Arthaud-Day, Near, Baldwin, Rubin and Bommer (2007) in their study predicted that Emotional Intelligence was related to studiousroutine for the following reasons. Academic performance involves a great deal of uncertainty (Austin, 1993), which has been exposed to reason feel pressure (1998) students are requisite to direct many coursework find your feet to the opposed training style and past of instructors, work independently toward objectives and manage conflicting academic and non-academic schedules. In addition, some aspects of academic work may be considered highly stressful such as taking exams (Rode et all., 2007).
Singaravelu S (2007) conduct a study on Emotional Intelligence of student teachers of primary level in puducherry area. The result exposed that the Emotional Intelligence of student teachers (pre-service) at primary level in puducherry is high.

Alexander and Annaraja (2008) conducted a study on impact of emotional intelligence study skills and objective of the difficulty students of higher secondary classes on their scholastic performance. The findings of the study were: (i) there was a significant relationship between emotional intelligence and study skills. (ii) there was a significant relationship between study skills and aspiration of problem students (iii) there was a significant relationship between scholastic performance and aspiration of the problem students.

Suresh K.J., V.P. Josith, (2008) studied Emotional Intelligence as a correlate of stress of student teachers. The objective of the study was to find out the extent of relationship between emotional intelligence & stress of the student teachers. Normative survey method was used in the study. A stress inventory & emotional intelligence test was used in the study. Sample of 602 students were studied. The findings of the study suggested that emotional intelligence & stress are negatively related to each other, i.e. a person having high emotional intelligence may have low stress & vice-versa.

Warnke Ann (2008) studied the relationship of the emotional intelligence of elementary school principals and the collective efficacy of their staff as perceived by teachers. The findings were: (i) the emotional intelligence competencies of self awareness, self management and social awareness accounted for statistically significant variability (p<.05) in teacher perception of collective efficacy. (ii) these findings suggested direction for staff development, principal training and principal selection.

Coco Charles (2009) havestudied the Emotional Intelligence and job satisfaction: The EQ relationship for deans of U.S. business school. The findings of the study were that the EQ subscale competencies were most significant: Flexibility, Assertiveness, Stress Tolerance, problem solving and self actualization. In conclusion, this study presented new research within the domain of higher education and the findings offered a glimpse into which EQ competencies had positive relationship to job satisfaction for deans.

Nirmal S and Sreejith P S (2009) revealed that EI has a pronounced influence on the development of life skills among higher secondary school students.
Sharma R (2009) in her study compared EI and creativity of students in three types of schools: Gurukulas, public and Government schools and found best performance in public schools.

Michele L Pettit, Sue C Jacobs, Kyle S page and Claudia V porras., (2009) conducted a study on “An assessment of perceived Emotional Intelligence and eating attitudes among college students.” Results confirmed that gender differences regarding eating disorder symptoms and indicated that low levels of perceived emotional intelligence (i.e., clarity and repairs) were associated with greater risks for food preoccupation.

Chopra Vanita (2009) in his Article has studied that “Educational Implications of Emotional Intelligence for Better Teacher and Student Performance. He has addressed the importance of emotional intelligence and the integration of it in the classroom which would result in better teacher as well as student performance. The importance of these skills, which contribute to success in life and as a result help an individual to know him and others better was discussed and presented here. Emotional intelligence could be thought of as a set of skills that help learners or students to be successful in school, at work and in relationships. As a consequence of this, they were more likely having robust self esteem and were better placed to cope with disappointments and setbacks. To become effective learners, young people need to develop a strong sense of self worth and confidence in their abilities. They need to learn to take responsibility for their own learning and performance and demonstrate persistence and resilience in the face of obstacles and setbacks. In conclusion, it can be said that through emotional intelligence both teachers and students will be benefited in the use, control and managing of their emotions and thus contribute not only to their development but also to the process of teaching and learning and making it far more effective.

H. Indu, (2009) conducted study on “Emotional Intelligence of secondary teacher trainees”. It presented the results of an investigation on the Emotional Intelligence of secondary teacher trainees. Five hundred and two teacher trainees were assessed for their Emotional Intelligence. The 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 colleges of education. In the conclusion it was found that majority of teacher trainees of Coimbatore district possessed average Emotional Intelligence. It was seen from the results that male and female teacher trainees did not differ in their Emotional Intelligence.
The results also showed that there was no significant difference between the Emotional Intelligence of teacher trainees based on the sub-samples; type of family and type of institution.

**Lather Manisha (2009)** studied “Emotional Intelligence as a measure for success in life” and found that Emotional Intelligence has recently awakened great interest in researchers and mental health specialists; the author says emotional intelligence is the driving force that affects personal success and interactions with others. Most young people will develop and assume the responsibility for their own protection and peace of mind. But during the years of learning and practice, parents, teachers and helping adults need to be aware of the signs and patterns that signal danger. Awareness of adolescent stress and depression opens the door for adults to begin constructive efforts.

**Lather Manisha (2009)** made a study on "Effect of Emotional Intelligence on psychological distress of high school students". It was based on the assumption that application of emotional skills can reduce distress among high school students. One thousand high school students (500 male + 500 female) of IX and X grade were selected as a sample for the study. Hindi adaptation of Cornell medical index health questionnaire (Broadman et al. 1949) by Wig et al. (1983) was used to measure the psychological distress of high school students. Emotional Intelligence Scale (Sharma, R. 2007) was used to measure Emotional Intelligence. After analysis it was found that out of 1000 high school students taken as sample, 562 students were having psychological disturbance. Results indicated negative correlation between emotional intelligence and its dimensions with psychological distress. Emotional Intelligence was found to be helpful in reducing psychological distress of students.

**Mohan Radha (2009)** in his Article “An exploration of the utility of a selfreport Emotional Intelligence measure: pre-service teacher education” focused the importance of developing greater Emotional Intelligence abilities in pre-service education as part of the training they receive within teacher education institutions, by first identifying the key factors at play. The objectives of the study were; to find a usable measure of Emotional Intelligence that relates directly to teacher trainees in colleges of education and schools, to see what information that measure can give about the levels of emotional intelligence held by teacher trainees about to embark on their career. The sample comprised of 58 students of the B.Ed. teacher education course who were invited to volunteer to participate in the research under ethical guidelines published by the college. These students had completed 40 days of teaching experience in schools and had opportunities to observe teachers and students across a range
of learning environments. Categorical information was collected on gender, age group, community, marital status and educational qualifications. The Emotional Intelligence appraisal was administered to them individually. This study suggests that further research is warranted with both pre-service and practicing teachers. The instrument was administered only once in this study. It is important to retest participants on multiple occasions to assess the stability of findings. Following this study, it would be appropriate to survey more experienced teachers in order to assess whether levels of Emotional Intelligence are different between the two groups. This would give information about whether the experience of teaching also gives greater depth of experience in understanding and managing the emotional aspects of teaching learning.

Saluja Arti & Nandra Inder Dev Singh (2009) studied on “Emotional Intelligence Need of the Day” and remarked that Emotional intelligence (EI) is the silent partner of rational intelligence- equal in importance, yet frequently overlooked and rarely schooled or tested. One acts according to his/her emotional rational mind. The intellect is based solely on the working of the neo cortex, the more recently evolved layer at the top of the brain. The emotional centers are lower in the brain in the more ancient sub cortex. Emotional Intelligence involves these emotional centers at work in concert with the intellectual centers. According to Goleman (1998), “Individual’s success at workplace .80% contingent on EQ, our IQ gets us selected and EQ gets us promoted.” Studies have shown that IQ is inherent but EQ can be developed and nurtured by developing self-awareness, regulating emotions, motivating oneself, cultivating empathy and managing relationships.

Umadevi M.R. (2009) in her study on “Relationship between Emotional Intelligence, achievement motivation and academic achievement” found that the relationship between Emotional Intelligence, achievement motivation and academic achievement of primary school student teachers. Emotional Intelligence scale and achievement motivation test was administered on 200 D.Ed. students, and the data obtained was subjected to descriptive, correlation and differential analysis. The objectives of the study were: to find out the relationship between Emotional Intelligence, and academic achievement of student teachers, to find out the relationship between achievement motivation and academic achievement of student teachers, and to compare the Emotional Intelligence and achievement motivation of student teachers with respect to sex and arts and science groups. It was found that there was a positive relationship between Emotional Intelligence and academic achievement of primary school student teachers, there was a positive relationship between achievement motivation
and academic achievement of primary school student teachers, male and female, student teachers. Arts and science student teachers do not differ in emotional intelligence, and male and female student teachers, arts and science student teachers did not differ in achievement motivation.

**M Engin Deniz, Zeliha Tras and Didem Aydogen (2009)** conducted a study on “An investigation of academic procrastination locus of control and Emotional Intelligence.” The research findings showed that the sub-scales of the emotional intelligence scale, adaptability and coping with stress were highly correlated with the student's academic procrastination tendency scores (p<.05). Secondly, It was found the two sub-scales of the Emotional Intelligence scale, adaptability and general mood, could significantly predict the students locus of control scores (P<.05). Lastly, a negative correlation was found between Emotional Intelligence skills and both academic procrastination (P<0.05) and locus of control (P<0.01).

**Erdal Hamarta, M Engin Deniz and Neslihan saltalic (2009)** conducted a study on “Attachments styles as a predictor of Emotional Intelligence.” Results indicated that there is a significant positive correlation between the secure attachment style and all subscales of Emotional Intelligence abilities. And attachment styles significantly explain Emotional Intelligence and secure attachment style predict all sub-dimensions of Emotional Intelligence.

**Nirmala J (2010)** in her study on “Emotional Intelligence among college students in Eritrea” a North-east African country revealed that the sample had average score on EI in the aggregate as well as component wise. And there was gender difference in Emotional Intelligence on motivation ad empathy components.

**Samuel olayinka Salami (2010)** conducted a study on, “Gender as a moderator of relation between Emotional Intelligence and career development.” Results indicated that Emotional Intelligence and gender predicted career development and gender moderated the relationship between Emotional Intelligence and career development.

**Fred C Lunenburg (2010)** conducted a study on Emotional Intelligence in the Workplace: Application to Leadership. In this study he found out there is some evidence that the characteristics of EI (example: self-awareness, self-management, self motivation, social awareness, and relationship management) may be a better predictor of leadership performance and success than the traditional “intelligence quotient,” or IQ.

**Ruchi Dubey (2010)** has studied on EI and academic motivation among adolescents: In this study she revealed the relationship between Emotional Intelligence, academic
motivation and compared the Emotional Intelligence of students with high and low academic motivation.

**Sunita G Angadi (2010)** made a study on Emotional Intelligence in relation to reading comprehension of secondary school students. In this study she showed that emotional intelligence is defined as the ability to recognize and manage ones emotions and the emotions of others. As a result, individuals, groups and organizations high in EI are presumed to be more capable of utilizing emotion to adapt and capitalize on environment demands.

**Vathana and Ajay Kumar (2010)** conducted a study on Emotional Intelligence among student teachers in relation to general intelligence and academic achievement. The findings of the study were: 1. There was no significant relationship between Emotional Intelligence and general intelligence of student teachers. 2. There was no significant relationship between Emotional Intelligence and academic achievement of student teachers.

**Sahaya Mary and Manorama Samuel (2010)** conducted as study on influence of Emotional Intelligence on attitude towards teaching of student teachers. The findings of the study were: 1. There was a significant difference between qualification, community, influence to be a teacher and attitude towards teaching of student-teachers. 2. There was no significant difference between gender, subject, community and influence of others, preview teaching experience and the Emotional Intelligence of the student-teacher. 3. There was a significant relationship between Emotional Intelligence and attitude towards teaching profession of student-teachers.

**Vandana Jadhav and Ajaykumar Patil (2010)** conducted a study on Emotional Intelligence among student teachers in relation to general intelligence and academic achievement. The findings of the study were: 1. There was no significant relationship between Emotional Intelligence and general intelligence of student teachers. 2. There was no significant relationship between Emotional Intelligence and academic achievement of student teachers.

**Devi et al., (2011)** conducted a study on emotional intelligence and life satisfaction among married and unmarried female teachers. Results showed that married female teachers are highly emotional intelligence and more satisfied than unmarried of high school teachers.

**Poornima, R. Dr. G. Lokanadha Reddy, Kuppam (2011)** have studied Emotional Intelligence and Occupational Stress of Special Education Teachers Working in the Schools for Hearing- Impaired Children. The study was concerned with the Emotional Intelligence
and Occupational Stress of 72 teachers working in the schools for hearing-impaired children in Chennai city. A Five-Point Rating Scale to assess the Emotional Intelligence and Occupational Stress of teachers were used. The survey method was used. The results revealed that around 90 percent of the teachers encompassed only low and moderate levels of Emotional Intelligence and more than 80 percent of special education teachers experience moderate and high level of Occupational Stress due to various stressors. The variables nature of job and salary has significantly influenced Emotional Intelligence and the variable level of classes handled" has significant bearing on the Occupational Stress of special education teachers. Significant negative relationship between Emotional Intelligence and Occupational Stress was observed through correlation studies. The variable salary is the major predictor of both the Emotional Intelligence and Occupational Stress of the special education teachers; the nature of job has predicted Emotional Intelligence to certain extent. Apart from salary, the other variables training in special education and level of classed handled" have also contributed to the special education teachers Occupational Stress. Emotional Intelligence had emerged as a significant predictor of Occupational Stress of the special education teacher working in the schools for hearing impaired.

Chaman Lal, Sharma and Sharma (2011) conducted a study on Emotional intelligence of scheduled caste students in relation to self-concept. The findings suggested that the level of confidence was much higher for the female scheduled caste students of arts stream having high emotional intelligence than for the female students of the same caste and the same grade but having low emotional intelligence. Analysis of above mentioned reviews confirm the fact that though Emotional Intelligence owes its origin, it had greater influence on various aspects. So researcher has selected Emotional Intelligence as one of the major variable for the study.

Gopal Anvita (2011) “Explored the relationship between wellness, Emotional Intelligence and job stress-a psycho-management perspective” considered the following objectives: 1) finding whether the sample population in this organization is under stress; and 2) verifying the hypothesis that is there correlation between the level of employee’s Emotional Intelligence and his/her wellness and examining the possibility whether they affect the level of occupational stress in this organization. The sample for this study consisted of 40 individuals, randomly selected from the population of teaching faculty in an institution of Delhi comprising of members of both sexes, with ages ranging from 35-60 years. The conclusion of the study was that organizational health depends on the health and well being
of the people working in it. This can be measured by administering the set of questions used in this study. This exploratory study could show that Emotional Intelligence, which represents wellness of an individual, can help in overcoming job/occupational stress. The strategy to enhance Emotional Intelligence by identifying the areas of individual and groups such as communication, self-awareness and interpersonal relationship can assuage stress and make people more healthy and organization more productive.

Singh Tirath, Singh Arjinder and Kaur Binderjit (2011) conducted a study on “Relationship between non-verbal, Emotional and Spiritual Intelligence: Role of Gender” The present study examined the relationship between spiritual (SI), emotional (EI) and non-verbal intelligence (NVI), and role of gender in these relationships. Total 471 student teachers of mean age = 23.56 years studying in colleges of education affiliated to Guru Nanak Dev University, Amritsar (Punjab) participated in the present study, out of which 172 were male and 299 female. It was divulged that for males only the correlation between NVI and SI is positive and significant and between NVI and EI; and SI and EI low negative but not significant. Whereas, for females all correlations (Between NVI and EI; NVI and SI; and SI and EI) are positive and significant. For total, the correlations between SI and EI; NVI and EI; and NVI and SI are positive (very low to moderate) and significant. Male and female student teachers had equal commonness between SI and NVI; and SI and EI but female student teachers had more commonness between NVI and EI than male student teachers; out of sixteen dimensions of SI fourteen have positive and significant correlation with NVI. Further, most of inter correlations of various dimensions of SI with dimensions of EI are positive and significant.

Singh Amit and Kumar Dinesh (2011) have studied “Emotional intelligence and academic achievement of college students” to know the Emotional Intelligence and academic achievement of college students of Rohini in Delhi. The sample of 100 college students was taken (50 boys and 50 girls) form Rohini. The study indicated that the Emotional Intelligence of (Science, Art and Commerce stream) college boys and girls were similar while the academic achievement of science boys and girls were not similar, and study also indicated that there was positive relationship between Emotional Intelligence and academic achievement.

Marianna Szabozcutea (2011) conducted a study on “The Emotional experience associated with Worrying: anxiety, depression or stress.” Hierarchial regression analysis showed that all measures of worrying had a unique positive association with stress, over and
above their associations with anxiety and depression. Item level analyses showed that stress symptoms were uniformly strongly associated with worrying, while anxiety symptoms had the weakest association.

Naseer, Chishti, Rahaman and Jumani (2011) explored the relationship between Emotional Intelligence and performance of 15 teams selected from higher educational institutes of Pakistan. Results indicated that Emotional Intelligence has positive impact on team performance.

Virk (2012) conducted a study on the effect of marital status, qualification and experience on emotional intelligence among executives. The results revealed that emotional intelligence seems to be dependent on the marital status of a person, as married executives have registered higher amount of emotional stability as compared to unmarried.

Saban Hasan Al-Onizat, (2012) conducted a study on “The relationship between Emotional Intelligence and academic adaptation among gifted and non gifted student.” The findings indicated that there is a positive relationship between the school social adaptations scale and Emotional Intelligence scale. And contrarily the higher relationship appears in the relationship with colleagues. There is a positive relationship between all school social adaptation dimensions and all Emotional Intelligence dimensions and the higher relationship appears between the relationship with colleagues and the general mood, then the relationship with colleagues and interpersonal competence, the between the general mood and the relationship with administrations, then between the relationship with colleagues and adaptability.

Kathryn etal (2012) conducted a study on “Ability Emotional Intelligence, trait Emotional Intelligence and academic success in British secondary schools: A 5 year longitudinal study.” Results showed that the importance of ability Emotional Intelligence resides in the fact that it moderates the effect of cognitive ability on performance in Year II. Trait EI has a direct effect on year II performance for boys only.