2.0 INTRODUCTION

Review of the related literature is very essential for the research process. Thus, the investigator studied various literature related to his topic “A study of Social Intelligence and its effect on Aspiration and Attitude towards teaching profession among the B.Ed. Trainees of Tamil Nadu Open University”. Social Intelligence plays a major role in a teaching profession, since the teaching profession needs lot of social adjustment to create a better leaning environment to the students. Therefore, this study analyzed the various dimensions of Social Intelligence such as Patience, Cooperativeness, Confidence, Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Humor and Memory and its effect on Aspiration and various dimensions of Attitude towards teaching profession such as Academic, Administrative, Social & Psychological, Co-curricular and Economic. Attitude towards Teaching Profession is an emotionalized tendency, organized through teaching experiences to react positively towards teaching.” It is a learned emotional response, set for or against teaching. Individuals will have positive attitudes towards those objects which enable them to achieve the values held and form negative attitudes towards objects which hinder the achievement of values.

2.2 CLASSIFICATION OF RELATED LITERATURE

The related literatures classified in three heads and the heads are as follows:-

1) Studies related to Social Intelligence

2) Studies related to Attitude Towards Teaching Profession

3) Studies related to Aspiration

2.3 STUDIES RELATED SOCIAL INTELLIGENCE

Mauthe, Keith. F. (1989) stated that subjects’ views and conceptions of social intelligence were investigated by having 40 adults, male inmates in an Alberta correctional centre rate the importance of 20 behavioral characteristics representing the
domain of social intelligence. Social intelligence was defined as a person’s ability to understand others and to act wisely in social situations. The 20 characteristics, derived from an earlier study by Ford and Miura (1983), were rated for each of three common social contexts by having subjects think of the kind of person who would be a close personal friend, a teacher, or a person in a conflict.

The following research questions were addressed in the study: a) How do adult, male inmates in an Alberta correctional centre view the construct of social intelligence? b) Do subjects’ ratings of the 20 characteristics that describe social intelligence form factors that resemble the clusters identified by subjects rating the same 20 characteristics in a study by Ford and Miura (1983) c) How do subjects’ ratings of social intelligence differ among the three social contexts investigated? d) Is there a common core of social intelligence characteristics that subjects rate as important across all three social contexts?

Descriptive statistics revealed that subjects generally rated the 20 characteristics as quite high in importance in all three social contexts. However, the characteristics were rated highest in importance in the context “A teacher”, followed by “A close personal friend” and “A person in conflict”. Factor analyses revealed that subjects’ ratings in the present study shared some similarities in structure with the clusters or categories of characteristics identified by subjects in the earlier study by Ford and Miura (1983). Analyses of variance revealed several significant differences when subjects’ ratings of importance of the 20 characteristics and four categories of social intelligence were compared across contexts. In the present study, a common core of four characteristics of social intelligence were ranked highly in importance across all three social contexts.

Findings from study provide support for the existence of the categories “Prosocial skills” and “Social-instrumental skills” as identified in the study by Ford and Miura (1983). The importance of studying the construct of social intelligence in particular social contexts and particular populations was also demonstrated. Finally, the implications of the findings of the present study are discussed in relation to the planning and delivery of inmate education programs as well as the continuing study of the construct of social intelligence.
Vijayalakshimi (1996) found that the socio-economic status influence not only the physical setting where the home and neighbourhood are located but also the intelligence process. Thus, the intelligence behaviour could be the product of the socio-economic status to which individual belongs.

Rani, S. (1998) found that children from favourable environment homes are found to be warm-hearted, outgoing and socially more intelligent than children from unfavourable homes.

Chiodo, J. J., & Chang, L. (2000). examined that successful behaviour management does not rely merely on knowledge for behavioural change. It also calls for realizing the environmental setting of behaviour. In the past decade, discipline was considered the main problem in classrooms for teachers.

Zirkel, S. (2000) believed that social intelligence is closely related to one’s own, personality and individual behaviour. Those with social intelligence are fully aware of themselves and understand their environment. This enables them to control their emotions, make decisions about their goals in life. Her model centred on the term “purposive behaviour” which is deliberate action taken after evaluating one's environment, opportunities and risks and the goals set. In fact this model of social intelligence assists in creating a sense of identity for the individual, emphasizes intrapersonal and interpersonal skills and focuses on thinking and resultant behaviour within social contexts.

Fujihara, Nobuhiko (2001) discussed that how to estimate computer network tools which support or facilitate communications among community members. First, the term social intelligence (SI) is defined as the design of mechanisms of communities which are related to intellectual activities by the communities and their members. This enables us to apply discussions and methodologies of researches on human intelligence to researches on SI. Then, it is insisted that one of the important points for estimation is to set up a control condition. Whether tools facilitate SI would be clarified when the case in which tools are used is compared with the case in which tools are not used, that is, a control condition. It is hoped that tools are designed to take setting a control condition into account.
Burden, P. R., & Byrd, D. M. (2002). examined that Classroom discipline management involves teachers encouraging positive social interactions as well as active management in learning and self-motivation. They shape a positive learning society in which the students are actively engaged in individual learning process and classroom management. They establish the physical climate, control students’ behaviour, establish an environment full of respect, ease instruction, create safety and wellness, and communication with others when required. All these issues are related to classroom discipline management, the major goal of which is to establish a positive learning environment and take steps to maintain this positive climate by directing and correcting students’ behaviour.

Kaur, Harpreet and Ashu Kalaramna (2004) undertaken to assess the existing levels of inter-relationship between home environment, social intelligence and socio-economic status across various age levels and two sexes. The data was collected from randomly selected four high schools in the villages of Ludhiana –I block of Ludhiana district. Home environment was assessed by using Mishra’s Home Inventory, Social Intelligence was assessed by using Chadha and Genesan’s (1986) Social Intelligence Scale and to know the socio-economic status, Kulshreshta’s Socio-Economic Status Scale (1981) was used. Results revealed that socioeconomic status has got effect on social intelligence. Home environment also showed positive impact on social intelligence.

Bryan Jeremy Cavins (2005) explored the relationship between Emotional-Social Intelligence (ESI) and student leadership practices among college student leaders. Additionally, analyses were conducted to determine if these constructs related to student performance within a university-sponsored, cocurricular, four-year leadership development program (Program). The study of Emotional Intelligences and its relationship to effective leadership is evident in the literature; however, little if any research has applied this concept to student leadership practices and more specifically, student performance within a leadership development program. Eighty-Three students enrolled in the Program completed the Emotional Quotient Inventory, EQ-I (Bar-On, 1997) and the Student Leadership Practices Inventory, S-LPI (Kouzes & Posner, 2005). Additionally, the Program director completed a modified 360-degree assessment to help
measure the extent that participants’ self-reported scores (EQ-I and S-LPI) were supported by their performance within the Program.

Pearson correlations found that many S-LPI subscales positively correlated, either moderately or strongly, with the following EQ-I variables: overall ESI, the intrapersonal subscale, Self-Actualization, the Interpersonal subscale, Social Responsibility, Empathy, Stress Tolerance, the Adaptability subscale, Problem Solving, the General Mood subscale and Optimism. Among leadership practices, Modeling the Way, Enabling Others to Act, and Inspiring a Shared Vision correlated most frequently with the ESI construct.

Top Performers in the Program scored significantly higher than did other performance groups (Middle and Bottom Performers) in 11 out of the 21 ESI variables. Additionally, Top and Middle Performers scored significantly higher than did Bottom Performers in the following S-LPI subscales: Modeling the Way, Inspiring a Shared vision, and Challenging the process.

In terms of demographic differences and ESI, significant differences were identified with gender, age, GPA, race, year in the Program (cohorts), and mother’s education level. And within student leadership practices, significant differences were only identified with GPA, race, and father’s education level. Within four of the five S-LPI subscales, participants with fathers who had 2- and 4-year degrees scored significantly higher than participants with fathers with did not have a college degree. Implications for practitioners of student leadership development programs are outlined, particularly of student leadership development opportunities. Recommendations for future research are discussed.

Danforth, S., & Boyle, J. R. (2007). examined that Behaviour management is a set of interactions employed to assist teachers to influence the students’ behaviour and teach them to act positively. These interactions are developed not only to reduce teacher’s stress but to help these professional people and the students to establish social climates of cooperation, a setting in which children and adults can learn together, play together, and build quality relationship.

Wessel, Jean and et. al., (2008) described and compared the emotional-social intelligence (ESI) of students in nursing, physical therapy and health science programs,
and to determine the relationship between ESI and each of leadership, caring and moral judgment. Subjects were 154 students from nursing, physical therapy and bachelor of health science (BHSc) programs in a Canadian university and a physical therapy program in an American college. Data were collected by means of self-report measures of ESI, leadership, caring, and moral judgment. The measures included the Bar-On Emotional Quotient Inventory Short (EQ-i:S), the Self-Assessment Leadership Inventory (SALI), the Caring Ability Inventory (CAI), the Caring Dimensions Inventory – 35 (CDI-35) [for nursing only] and the Defining Issues Test (DIT-2) [for physical therapy and BHSc only]. One-way analyses of variance (ANOVA) revealed no differences between groups for the EQ-iS, SALI, or DIT-2. There were significant differences for the Courage subscale of the CAI between students in the American physical therapy program and in the Canadian nursing program (p=.025). Pearson correlation coefficients were significant for EQ-iS and each of SALI (r=.53), CAI-Knowledge (r=.59) and CAI-Courage (r=.60). The EQ-iS scores were not related to the CDI (r=.15) or the DIT-2 (r=.06). The results of this study confirmed the positive relationship between ESI and leadership and suggested that ESI may be an important construct in caring. There were no major differences between students in different health science programs, and ESI was not related to moral judgment.

**Jennings, Patricia A. and T. Greenberg** (2009) proposed a model of the pro-social classroom that highlights the importance of teachers’ social and emotional competence (SEC) and well-being in the development and maintenance of supportive teacher–student relationships, effective classroom management, and successful social and emotional learning program implementation. This model proposes that these factors contribute to creating a classroom climate that is more conducive to learning and that promotes positive developmental outcomes among students. Furthermore, this article reviews current research suggesting a relationship between SEC and teacher burnout and reviews intervention efforts to support teachers’ SEC through stress reduction and mindfulness programs. Finally, the authors propose a research agenda to address the potential efficacy of intervention strategies designed to promote teacher SEC and improved learning outcomes for students.

**Chien, Wen Tsai** and **Chen, Hui Wu** (2010) studied that The international tourist hotel industry is a typical high-contact service industry. The employee’s service behavior
is the key factor of success for “the moment of truth”. This study uses two variables, “social intelligence” and “ingratiation behavior”, which are borrowed from psychology and organization theory to explore the impact on the service behavior of first line employees. The study surveys 212 international tourist hotel employees with the questionnaire, and uses SPSS 17.0 software to analysis data. According to the empirical results of this study, social intelligence has positive significant correlation relationship with ingratiation behavior. This study suggests that social intelligence can be the one of selection standard while recruiting employees of international tourist hotel, and the entrepreneur should use the strategies to suitably reduce employee’s ingratiation behavior and set the training policy for improving employee’s cooperation to raise the international tourist hotel managerial performance.

Cavas, Bulent (2010) stated that it is commonly believed that learning styles are not really concerned with “what” learners learn but rather “how” they prefer to learn and it is also an important factor for students’ academic achievement and attitudes. The purpose of this study was to investigate the learning styles of pre-service teachers enrolled at elementary education department of Faculty of Education in Turkey. The sample consisted of six hundred six pre-service teachers from elementary science, mathematics and class teacher program. The Kolb’s Learning Style Inventory was used to determine the pre-service teachers’ learning styles as divergent, assimilator, convergent and accommodator, and the information sheet for demographic factors such as gender, grade, program and age was used to collect information from participants. The data were analyzed by using frequency, percent value, mean scores, standard deviation, independent samples t-test and one-way ANOVA. The results show that (i) the dominant learning style among the pre-service teachers is divergent and it is followed by accommodator learning style, (ii) the learning style components did not significantly differ by gender in all three groups, except for Active Experimentation, (iii) the mean scores for Abstract Conceptualization (AC), Active Experimentation (AE) and AE-RO scores of pre-service science teachers were significantly different from class teachers, (iv) the grade level progress, the mean scores of CE, AE, AC, AC-CE, and AE-RO also increases.

Juchniewicz, Jay (2010) investigated the influence of social intelligence on effective music teaching. Forty teachers from “exemplary programs” and “more
challenging programs” across band, chorus, orchestra, and general public school music programs were administered the Interpersonal Perception Task-15 (IPT-15). In addition, 84 external evaluators viewed teaching excerpts of 12 “exemplary” and “challenged” teachers and rated the (a) overall effectiveness and (b) main attribute that influenced their evaluations of each teaching excerpt. Results indicated no significant differences between the IPT-15 scores of “exemplary” teachers and “challenged” teachers. The external evaluators rated teachers identified as “exemplary” significantly higher than they rated teachers labeled as “challenged”. The majority of attributes influencing external evaluators’ ratings of overall teacher effectiveness were social, constituting more than 85% of all responses. All teachers who demonstrated effective social skills were perceived as effective teachers. Effective communication skills were the most frequently cited attributes for “exemplary” teachers, whereas ineffective classroom management was the most listed attribute for why teachers were rated ineffective.

Gnanadevan, R (2011) finding out the social intelligence of higher secondary students in relation to their socio-economic status. Social intelligence scale by Chadha and Gananesan was administered to a random sample of 400 higher secondary students. Social Intelligence of higher secondary students was found to be high. The social intelligence scores of higher secondary students were found to differ significantly with respect to caste, mother’s education and parent’s income. Differences with respect to gender, father’s education and mother’s occupation were not significant.

Geake, John G. and Miraca U. M. Gross (2011) found that a frequent reason for teachers not making special provisions for a gifted child is that the child is “not fitting in socially.” The conjecture that a psychological source of such negative affect has evolved along with human language was tested with a large sample (N = 377) of teachers in England, Scotland, and Australia who were undertaking continuing professional development (CPD) in gifted education. Quantitative indicators of teachers' subconscious feelings toward gifted children were measured using a five-dimensional semantic differential instrument. Oblique factor analysis produced a three-factor structure, namely, general characteristics of gifted children including high cognitive abilities, social misfits, and antisocial leaders. Teachers’ negative affect toward gifted children concerns the potential use of high intelligence toward social noncompliance. The factor scores for
teachers completing the CPD programs were lower for the social noncompliance factors and higher for the general factor compared with scores of teachers commencing the programs.

Jeloudar Soleiman Yahyazadeh and et al., (2011) studied that there were significant differences between teachers’ age groups and their social intelligence. Further a significant relationship was noted between teachers’ social intelligence and the six strategies of classroom discipline strategies (discussion, recognition, involvement, hinting, punishment and aggression).

Beheshtifar, Malikeh and Fateme Roasaei (2012) studied that Interest in social intelligence has known a renaissance under the general term of social effectiveness constructs. The abilities of emotional intelligence are the basis for the construction of human relation, communication ability, and sensitivity to errors which are described as social intelligence. Social intelligence defines in terms of behavioral outcomes as one’s ability to accomplish relevant objectives in specific social settings. It may be regarded as an overall construct for understanding how successfully people manage social relationships. A key aspect of social intelligence development is learning to be as clear and present as possible. Besides, leadership as a social process that is the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization. Some emerging leadership theories imply that social intelligence is more important for leaders, because cognitive and behavioral versatility and flexibility are important characteristics of competent leaders. Individuals who are socially intelligent appear to experiences. Furthermore, aspects of social intelligence have been found to be associated with enhanced social problem-solving abilities, experienced leadership, and positive interpersonal experience. Social intelligence can serve as a foundation for, and help facilitate in the leadership effectiveness and success. It is suggested to measure a manager’s social intelligence and help him or her develop a plan for improving it.
Rahim, Afzal (2012) studied to test a structural equations model of supervisors’ social intelligence (SI), and creative performance (CP). Data on SI, IJ, and CP were collected with questionnaires from a collegiate sample of 351 days of employed undergraduate business students at a southern university and their colleagues who had the same supervisor. The questionnaires required an observer (subordinate A) to indicate to what extent their supervisor displayed SI and their perceptions of IJ and another observer (subordinate B) to estimate their supervisor’s CP. Data analyses with LISREL provided full support for the model which suggests that socially intelligent supervisors positively contribute to IJ which enhances their own CP. Implications for management, directions for research, and limitations of the study are discussed.

SUMMARY

The related studies given above revealed that there is a significant relationship between the Social Intelligence and the factors of socio-economic status, favourable environment, age group, behaviour management, social climates and so on. Further, the above studies proved the influence of the Social Intelligence with various factors of personal variables and social variables. The above studies also revealed that there is a significant effect of Social Intelligence on individual’s skills, behavioural change, educational qualification and so on.

2.4 STUDIES RELATED TO ATTITUDE TOWARDS TEACHING PROFESSION

Roy, Samantha, G.K. (1971) studied the relationship between teacher attitude and teaching efficiency and found a positive relationship between them.
Bhandarkar, B.G. (1980) studied that polytechnic teacher's attitude towards teaching profession and its correlates, found that attitude towards teaching profession is not significantly related to the qualification of the teachers.

Ramakrishnanaih, D. (1980) revealed through his study, that women teachers have a significant and more favourable attitude towards teaching than men teachers.

Gupta, A.K. (1984) conducted a study on Attitude of Teachers and found that male and female teachers differ significantly in attitude towards teaching profession.

Rawat & Sreevastava, R.K. (1984) conducted a comparative study of the attitude of male and female teacher trainees towards teaching. Significant difference was found between male and female teacher trainees in their attitude towards teaching profession.

Austin, A.N. (1985) found significant differences between attitudes of teachers and principals concerning various aspects of main streaming practices. Teachers show a great deal of concern about classroom behaviour and academic progress of students, whereas principals tend to show a greater concern about philosophy of students.
Khatoon, Tahira (1985) studied the relationship between teacher's classroom verbal behaviour and attitude towards teaching and found that teachers' attitude towards teaching has nothing to do with the teachers' influence in classroom.

Siefferman and Lawrence Dean (1985), conducted a study of the attitudes of post secondary vocational teachers towards supervision of instruction and the effects of selected variables on those attitudes. The study concluded that (i) The post secondary vocational teachers have positive attitudes toward supervision of instruction. (ii) A linear relationship was found to exist between teachers attitudes and sex, age, degree status, year of teaching experience and graduate course in administration and supervision.

Mahapatra, P.L. (1987) studied the comparative role of intelligence, attitude and vocational interest towards success in teaching. It was found that intelligence, attitude towards teaching and vocational interests are predictor variables of teaching success.

Karp, Karen Silliman (1991) conducted a study on the Elementary School Teachers' Attitudes toward Mathematics. The teaching behaviour and instructional methods of elementary school teachers were investigated to determine whether teachers with positive attitude toward mathematics employ different methods in mathematics instruction than those with negative attitudes. Overall, teachers with negative attitudes employed methods that fostered dependency whereas teachers with positive attitudes encourage student initiative and independence.
Pugh, Ava, F. and others (1991) conducted a study, an Investigation of Pre-service Teachers’ Attitude toward Theory and Practical Application in Teacher preparation. To determine program effectiveness, students were surveyed at the end of the spring and fall semesters for 6 years, examining their attitudes towards theory and practical application in teacher education. The study noted whether they felt competent about subject matter, audiovisuals, classroom management and routine, and communication. Results found their attitudes more positive in the fall on all four measures.

Ruscoe, Gordon C and Whiteford, Betty, Lou (1991) analysed the Qualitative and quantitative perspectives on Teacher Attitudes. Since 1988, teacher analysis suggest that simultaneous involvement with more than one type of restructuring has a positive effect on teacher attitudes. In subsequent interviews with teachers and administrators. While showing appreciation for shared decision making, teachers more often accounted for their positive attitudes by describing a supportive administrative style.

Koontz, Franklin, R. (1992) studied the assessment of Teacher Trainees Attitude’ towards selected Instructional Media, they selected two groups: 168 students and 170 preservice teachers. Based on the final results of the study, it was concluded that a formal course in the selection and utilization of instructional media can function as a primary factor in the development of student's attitudes in a positive direction.

Mathai, M. (1992) found that attitude towards teaching profession is a significant predictor variable of success in teaching.

Piel, John,A, and Green, Michael, (1992) conducted a study in the Educational Attitudes of Pre-service Teachers. Two populations of undergraduate students (pre-service elementary education majors and non-education majors) were compared with respect to their attitudes toward learning. Data suggest that education majors' attitudes reflect generalized ambivalence toward important subject areas taught in elementary...
school, with significantly more positive attitudes displayed toward reading and literature. In spite of highly visible recommendations for more extensive academic coursework, results indicate the impracticability of addressing teacher competence through added coursework before appropriate attitude adjustment processes have been planned and implemented.

**Twillie, Less Doll and et al.,** (1992) conducted a study in improving Academic Achievement in Inner City Schools: Do Attitude of Parents and Teachers Make a Difference? A study was done to determine whether or not the attitude of parents and teachers were related to the academic achievement of elementary school students. Seventy-one teachers, 49 parents, and thirty-two fourth grade students served as participants. Teachers' responses were used to supplement the development of the "Parent Teacher Attitude Questionnaire" (PTAQ). Parents completed pretests of the PTAQ. "Parent Version," were exposed to strategies designed to facilitate academic achievement and were then administered post tests of the PTAQ-P-Students were tested on a pretest-posttests basis in English, Mathematics and reading student's scores were compared using dependent 't' tests. Performance in all academic subjects improved significantly. Parent's responses to the PTAQ-P did not change significantly. The Teacher performance factor of the PTAQ-P was significantly related to two academic tests: the English Pre-test and the Mathematics post test. The school requirement factors was found to be significantly related to the reading pretest. Changes in parent's responses to the test were positively correlated with three of the student's academic gain scores.

**Baxter, Anthony, G.** (1993) conducted a study on improving Teaching candidates' Attitudes toward Learning Theoretical knowledge. Study tested the hypothesis that teacher candidate who were exposed to a theory oriented normative model and given theory - oriented reinforcement within a practice-oriented context would manifest more positive attitudes toward learning theoretical knowledge than those who were not so exposed. Results proved the hypothesis is plausible.

**Benton, Gary J and Richardson, Gloria, D.** (1993) conducted a study about the Professional Development School's Impact on Student Teacher's Attitudes.
The purpose of this study was to determine if student teacher's attitudes toward their student teaching experiences differed significantly after the addition of professional development school experiences. Two groups of student teachers were compared. A one way analysis of variance revealed significant differences for 7 of the 38 items.

**Goodwin, Deborah, P. and Deering, Rose Marie, J.** (1993) examined the interactive Video Approach to pre-service Teaching Training: An Analysis of students' Perceptions and Attitudes, investigated the integration of interactive video technology into a traditional teacher education programme, analysing student attitudes about classroom management strategies. Students completed a survey following a seminar demonstration of an interactive videodisk on classroom management. Subjects revealed positive attitudes toward the use of interactive video.

**Huber, Tonya and Kline, Frank** (1993) conducted a study on Attitude toward Diversity: Can Teacher Education programme really make a difference. They concluded that teacher education programme was revised to develop sensitive, nurturing teachers who understand student diversity. Pretests and pot tests examining students professional and personal opinion about diversity found that field experiences create significant differences in attitudes toward diversity and social distance preference in educational settings.

**Skariah, Sunny** (1994) studied creativity of teacher trainees' in relation to their self concept, attitude towards teaching profession and success in teaching and found that high teaching success group and high attitude towards teaching group are more creative than the other groups.

**Anderson, DeWayne. B., Anderson,Ariel, L, H** (1995) studied about the pre-service Teacher's Attitude toward children. Results from a teacher attitude questionnaire given to 1,405 pre-service teachers revealed large differences in attitudes toward children, associated with age, gender, and major. The most positive were females in elementary, least positive males in secondary. Those in special education were most positive, in music art and physical education least positive. Whether these attitudes manifest themselves in the classroom remains unknown.
Kumar, Ajith, V.K. (1995), found that there is significant difference in the attitude of male and female teacher trainees towards teaching profession.

Reddy, K.B. (1995) studied the attitudes of student teachers and success of student teachers, and reported that attitude of teachers do not significantly influence the success of student teachers.

Rooste, Marie and et al., (1995) studied the Influence of Early Field Experiences on the attitudes of Pre-service Teachers, investigated the effects of early field experience on the attitudes of elementary pre-service teachers toward teaching. Pre-test and post-test data were collected by means of an instrument employing a semantic differential scale measuring attitudes toward teaching. Results offer support for the inference that these pre-service elementary teachers have positive attitudes toward teaching prior to early field experience and have even more positive attitudes toward teaching after their easily field experience.

Balan, K. (1996) found no significant gender difference in attitude towards teaching of student teachers of Kerala and there exists significant relationship between attitude towards teaching and self concept of the female student teachers.

Chidolu, Mercy E. (1996) studied relationship between teacher characteristics and classroom environment, student achievement, and student attitude in high school biology classes were studied in an export factor design involving 11 teachers and 375 biology students in Nigeria. Significant positive relationships are found between teacher experience, teacher locality, student attitude and achievement.

Marso, Ronald. N and Pigge, Fred, L. (1996) investigated the relationship between pre and post preparation development of attitudes, anxieties and confidence about teaching, and candidates success or failure in making the transition to teaching on 241 teacher candidates, and it was found that teacher preparation itself, has an impact upon teacher candidates' affective characteristics.

Marso, Ronald, N and Pigge, Fred, L. (1996), found that candidates teaching 7 years after commencement of teacher preparation possess theoretically more desirable affective traits than non teaching candidates.
Pigge, Fred L and Marso, Ronald, N. (1997) studied the development of Attitudes toward Teaching career in a Longitudinal sample of Teacher Candidates Progressing through Preparation and Five Years of Teaching. The study revealed that the development of attitude toward teaching does not follow the same pattern for all teacher candidates and suggested a possible explanation for the sometimes apparent contradictions noted in the findings from previous research of teacher attitude development.

Cornelius (2000) investigated the factors affecting teacher competence of teacher trainees at the secondary level, revealed that intelligence, attitude towards teaching profession, and academic achievement of teacher trainees are the discriminating factors of the different groups of subjects.

Slaybaugh, Jack and et al., (2004) have evaluated that second-year teachers’ attitudes toward their profession and to determine whether they were still committed to teaching. A 15-item survey was sent to 119 teachers who had completed the same instrument a year previous, during their first year of teaching. Seventy-four (62% responded). Present data were analyzed for differences among survey items between year one and year two. Significant changes included satisfaction with performance in the classroom and a feeling that induction programs had improved. Teachers remained committed to teaching, with 97% planning to return following the second year of service. The four highest mean responses and the four lowest mean responses were discussed. It was recommended that relative weaknesses be addressed through cooperative efforts by school districts and teacher-education programs.

Devi, Usha, V.K. (2005) found that moderate and highly significant correlation exists between success in teaching and the predictor variables like, role conflict, attitude towards teaching profession and job satisfaction. It was also reported that role conflict and Attitude towards teaching profession are the two variables capable of significantly and efficiently discriminating between successful and less successful groups of women teachers of Kerala.
Suja, K. (2007) found that attitude towards teaching, interest in teaching, and teaching experience have significant main effect on job commitment of teachers.

**SUMMARY**

The related studies of attitude towards teaching profession given above are shows the significant relationship between teachers positive attitude and students achievement, subject knowledge, classroom management, adjustment with the students’ requirement and so on. Further, the significant effect between attitude towards teaching profession on personal variable like sex, age, locality and intervening variable like teaching experience, qualification were studied in the above related studies.

**2.5 STUDIES RELATED TO ASPIRATION**

Longaretti, Lynette (2006) examined students’ perceptions about their primary to secondary school transition. It specifically focuses on young adolescents’ concerns and the ways in which they cope with social emotional and academic demands during school transition. Mixed methods data collection techniques were used to track the experiences of sixteen students during their final weeks of primary school and first year at secondary school. A snapshot of the findings emerging from the qualitative data, derived from multi-method interviews, questionnaire and student journals are considered.

Student concerns were analyzed into three broad and interrelated categories:

a) relationships (with peers and teachers),

b) curriculum and school organisation, and

c) personal (about self).

Of special interest in this paper are the various ways in which students’ cope with the academic and social emotional demands they encounter. Of great significance is the profound impact aspirations and positive thinking have on the extent to which students cope with interpersonal and academic pressures during the school transition period.

Findings from this research challenge the practices in the Middle Years of Schooling and have important implications for curriculum, teaching and learning.
Recommendations based upon these findings focus upon initiatives that promote a smooth transition for students.

**Kate Eliza O’ Connor** (2008) discussed the findings of a qualitative interpretive study on secondary school teachers’ professional identities and emotional experiences. Teachers’ work is emotionally engaging and personally demanding, yet the caring nature of the teaching role is largely neglected in educational policy and teacher standards. This paper examines the reasons behind the marginalization of discourses of emotionality and discusses the lived experiences of three teachers. The caring behaviour that teachers exhibit in their work is seen to have professional, performative and philosophical dimensions as individual teachers subjectively negotiate the demands that are placed upon them in different situated contexts.

**Watt, Helen M.G. and Paul W. Richardson** (2008) examined the professional plans, satisfaction levels, demographic characteristics, perceptions and motivations of different teacher types distinguished by cluster analysis were investigated among graduate-entry primary and secondary teacher education candidates (N ¼ 510) from three Australian universities in an ongoing longitudinal study. Participants provided quantitative and qualitative survey data at two time-points: at their entry to teacher education, and immediately prior to completion of their qualification. Teacher types were classified via cluster analysis on the basis of their exit levels of planned effort and persistence within the teaching profession, and their professional development and leadership aspirations. Three distinct types were identified: “highly engaged persisters”, “highly engaged switchers”, and “lower engaged desisters”. Differences in motivations for having chosen teaching as a career, perceptions about the profession, and career intentions were contrasted for the three types, and demographic characteristics compared.

**Lupo, Evelyn E.** (2009) examined that topmost aspirations of the teachers were: (1) Mastery of the subject matter; friendly and helpful co-workers; advanced studies; approval and respect of fellow teachers; economic stability and become a board member of the district/teachers were: to conduct remedial classes; objective evaluation of reward; engage in educational research; engage in guidance and counseling and be invited as resource speaker. Major conclusions for no. 2 problems were: (1) The test of differences
according to age, sex, and civil status along the six variables yielded values not significant at both 0.05 and 0.01. So these three variables did not influence or affect the different professional aspirations of the teachers. (2) The test of differences according to educational attainment, teaching experience and teaching position party influenced instructional competence and teaching position was statistically confirmed at both levels.

Sahandri Gani Hamzah, Mohd. (2009) found that effective teachers are repeatedly listed as fair, democratic, respectful, caring, consistent and good listeners. They are stimulating, creative and confident. They know the students both academically and personally. They have knowledge of what they teach and model strategies of good instruction. However, the quality of teachers in our country is being questioned. The requirements to be a teacher are not standardized. Moreover, there are some of the remark made with regards to our teachers are not very flattering, they have included being "very poor in communication, disinterested in teaching and look down to their peers as well as being of poor quality because the new recruits are that of graduates who were not able to seek employment elsewhere." Over the last 5-8 years, many colleagues have been converted to universities in the country in a bid to improve the "quality of education" and increase the number of degree graduates. What the conversion has managed to do is to successfully increase the number of degree graduates but without being able to significantly improve the quality of education. Hence we are getting diploma graduates masked as degree holders.

Ismail, Habsah. and et al., (2010) found the aspiration and implementation towards change in teaching and learning among teachers in the Malaysian Secondary Schools. An instrument consisting of 24 items is used to measure the perception of teachers on the aspiration and actual implementation towards teaching and learning in the classrooms of these schools. Findings of the study indicate that the mean score of their actual teaching practices is 3.88 and a standard deviation of 0.52 which is higher compared to the score on teachers’ aspiration towards change in teaching and learning which obtained a mean of 3.13 and a standard deviation of 0.85. This study also reports that there are significant differences between teachers’ aspiration towards change and
their actual classroom practices based on gender, age, ethnic, professional qualification and types of school. Despite these differences, the general attitude of teachers in this study is rather positive towards their teaching and learning practice in the classrooms.

**Akintomide, Akinjide G. & Oluwatosin Sehinde A.** (2011) investigated the teacher characteristics that influence students’ choice of teaching as a career among secondary school students in Osun state, Nigeria. A sample size of 250 students was drawn from 10 randomly selected senior secondary schools in three local government areas of the state. Data were collected using a validated 35-item questionnaire titled “Teacher characteristics and students’ career aspiration”. The result revealed that factors such as quality of teaching, mode of dressing and communication skills are prominent among what students assess in their teachers as motivators towards choosing teaching as a career. The study also showed a significant relationship between students’ attitude to choice of teaching as a career and teachers characteristics ($\chi^2 = 3.73, p < 0.05$). There was also a significant difference between the attitude of private and public school students towards teaching as a profession with regards to teachers characteristics ($t = 3.274, p < 0.05$). The study concluded that with the prevalence of the observed problems, there is urgent need to work towards repositioning teaching as a career that would attract the interest of people with the potential to deliver the educational need of the Nation by addressing some of the teacher characteristics that can influence students’ choice of teaching as a career.

**Udoupong Bassey E. et al.** (2012) explored the difference in junior secondary students’ academic performance in Entrepreneurial Curriculum of Business Studies based on their attitudes to the subject, parental influence, and career aspirations. A sample of 290 urban and rural Junior Secondary Three (9th grade) students in secondary schools in Akwalbom State of Nigeria was surveyed. Students’ academic performance in Business Studies differed significantly on the basis of attitudes and parental influence. The variable of career aspirations made no significant difference in the students’ academic achievement in Business Studies. Implications for school and teachers’ consideration of students’ characteristics in implementation of Business Studies curriculum are suggested.
Rosha Lal and Sarabjit Singh Shergill (2012) stated that teaching is regarded as the noblest profession. It is therefore important that those individuals who join the teaching profession should be dedicated and competent in their work. A teacher can perform to the maximum of his capacity; if he/she is satisfied with his/her job. Every profession has certain aspects responsible for job satisfaction along with attitude and teaching is not an exception unless and until a teacher derives satisfaction on job performance and develops a positive attitude towards education, he cannot initiate desirable outcomes to cater to the needs of the society. Only satisfied and well-adjusted teacher can think of the well-being of the pupils. In the light of this background, the aim of this study is to analyze the job satisfaction level among the male and the male and female teachers of Degree Colleges towards education.

Hamid Malik, Muddasir and Tasleema (2012) stated that the concept of teacher is incomplete without the concept of teacher education. The quality of education is determined mainly by the quality of teachers. The teachers should get full concept of teacher education so to be understood.

SUMMARY

The related studies showed a significant relationship between students attitude and aspiration to the profession. Further, the above studies, studied that effect of success and failure, age, sex, personality, perception, motivation and commitment to the teaching profession.

2.6 CONCLUSION

Related studies are classified in three categories such as studies related to Social Intelligence, Aspiration and Attitude towards teaching profession. From the above three classification all the three variable were studied independently with personal variables and intervening variables. Further, it was found that the significance of relationship and effect on the other variables. However, the above studies could not be studied or explored the relationship or effect on Social Intelligence, Aspiration and Attitude towards teaching profession and also effect of Social Intelligence on Aspiration and attitude towards teaching profession.