INTRODUCTION

Review of related literature is the abstract or a brief summary of previous researches, which provides evidence for the research what is already known and what is still unknown and untested. In this way related literature is a necessary aspect of a research project. Review of related literature allows the researcher to acquaint him with current knowledge in the field or area in which researcher is going to conduct in their research, serves him to delimit and define his problem. The researcher can avoid unintentional duplication of well established findings. Moreover it helps the researcher to know about the tool and instruments, which provided to be useful and promising in the previous studies and to provide insight into statistical methods.

Careful review of the related studies of the proposed study is carried out and is presented in this chapter under the heads of studies conducted in India and abroad. The survey of related studies implies locating and studying the evaluated reports of relevant research, study of published articles, going through portions of encyclopedia and research abstracts, study of pertinent pages out of comprehensive books on the subject and going through any field of knowledge, the researcher needs an adequate familiarity with the work which has already been done in the area of the researcher’s choice. The investigator collected essential literature from the source such as journals dealing with teaching-learning and education based researches at different levels, ERIC databases and relevant websites. A careful perusal of literature enabled the investigation to identify relevant studies dealing with the problem at hand because of the enormity on the studies; the investigator categorize the selected ones and present in three categories of the studies namely emotional intelligence, critical thinking and teaching competency.

STUDIES RELATED TO EMOTIONAL INTELLIGENCE

Studies Conducted in Abroad

Marjaana Gunkel et al (2014) conducted a study on *culture’s influence on emotional intelligence: an empirical study of nine countries.*

The results showed that especially collectivism, uncertainty avoidance, and long-term orientation had a positive influence on the different dimensions of emotional intelligence.
Hossein Jenaabadi (2014) conducted a study on *studying the relation between emotional intelligence and self-esteem with academic achievement.*

The results showed that emotional intelligence and self-esteem of students had no effect on their academic achievement. The self-esteem of female students was higher than male students.

Alexandre Mouton et al (2013) conducted a study on *emotional intelligence and self-efficacy among physical education teachers.*

The results showed that a positive association between emotional intelligence and self-efficacy of primary school teachers.

Turkey Nuri Tok et al (2013) conducted a study on *the relationship between emotional intelligence and classroom management approaches of primary school teachers.*

The results revealed that emotional intelligence was a positive predictor of teacher-centered classroom management with weak predictive power. There was a low-level, positive, and significant relationship between emotional intelligence and classroom management approaches of primary school teachers. The emotional intelligence significantly predicts student centered classroom management. There was a positive significant relationship between primary school teachers’ in their student centered classroom management approach.

Maizatul Akmal Mohd Mohzan et al (2013) conducted a study on *the influence of emotional intelligence on academic achievement.*

The findings showed that the emotional intelligence were found to be significantly and positively associated with the respondents’ academic achievement.

Majeed Sharei Farhad (2012) conducted a study on *investigation the effect of emotional intelligence skills and metacognitive capabilities on student’s mathematical problem solving.*

The results showed that there were significant relationship between the metacognitive capabilities and emotional intelligence skills, and some of their components with mathematical problem solving ability. There were significant difference between male and female in three variables; in fact, the performance of male students was better than female in metacognitive capabilities and problem solving, but the female students are higher than male in emotional intelligence skills. The metacognitive and emotional intelligence contribute significantly to the prediction of problem-solving ability.
Adina Ignat (2012) conducted a study on teachers’ satisfaction with life, job satisfaction and their emotional intelligence.

The results showed some differences between teachers’ work mentality, satisfaction with life and general job satisfaction in terms of emotional intelligence level. The emotional intelligence of teachers was correlated with a positive attitude towards work and satisfaction with life.

Lorraine Dacre Pool (2012) conducted a study on improving emotional intelligence and emotional self-efficacy through a teaching intervention for university students.

The findings showed that it was possible to increase emotional self-efficacy and emotional intelligence. The framework of graduate employability, as improving emotional functioning might be particularly important to young people who would shortly join the graduate working population.

Muhammad Ramzan et al (2011) conducted a study on impact of emotional intelligence on academic achievement of prospective teachers in the subject of English.

Finding of the study showed that emotional intelligence was positively correlated with the academic results in English of the prospective teachers.

Ramezan Hasanzadeh (2011) conducted a study on emotional intelligence and learning strategies.

The results showed that there were significant relationship between students’ total emotional intelligence and learning strategies both in female and male. There wasn’t a meaningful difference between students’ emotional intelligence and their learning stratigies. There wasn’t a meaningful difference between students’ learning strategies and their EI. There was a meaningful difference between male and female in the use of learning strategies.

Labby Sandra (2011) conducted a study on the relationship among principals’ emotional intelligence skills with respect to school accountability ratings and selected demographic factors.

The finding showed that there were no significant differences found among any of the principals and their emotional intelligence skills with respect to their school accountability ratings.
Sander Sara (2011) conducted a study on *emotional intelligence, job satisfaction and students’ perceptions of the quality of online adjunct faculty.*

The results did not show a significant correlation between emotional intelligence and longitudinal teaching measures used to measure faculty quality. A moderate positive correlation between emotional intelligence and job satisfaction was revealed.

Hadi Kajbaf Nezhad (2011) conducted a study on *the relationship between mental skills and emotional intelligence in athlete girls’ students.*

The findings showed that there were relationship between psychological skills and emotional intelligence. It exhibits the significant and positive relationship between psychological skills and emotional intelligence.

Hiroshi Toyota (2011) conducted a study on *individual differences in emotional intelligence and incidental memory of words.*

The findings showed that the participants with high emotional intelligence recalled targets with pleasant, neutral and unpleasant episodes equally. The participants with low emotional intelligence, target with neutral episodes were recalled less than those with pleasant or unpleasant ones. There were inter prefer as showing that the level of emotional intelligence determined the effectiveness of neutral episodes on targets as retrieval ones.

Aslea C. Troth (2010) conducted a study on *model of team emotional intelligence, conflict, task complexity and decision making.*

The findings showed that the emotional intelligence had significant relationship between task and conflict in teams. The team emotional intelligence indirectly affects the relationship between conflicts and decision making performance in the team context.

Samples Gayle (2010) conducted a study on *emotional intelligence and academic success among bible college students.*

The results indicated that emotional intelligence had an effect on the academic success of college students preparing for vocational ministry, while spiritual ministry, as evidenced by the faith development scale did not furthermore of the demographic variables, class level and gender made significant individual contributions. While spiritual ministry did not affect academic success, there was a demonstrated relationship between higher levels of emotional intelligence with a greater degree of spiritual maturity.
Studies Conducted in India

Tomba Chingtham (2014) conducted a study on *a comparative study of the emotional intelligence of jawahar navodaya vidyalaya students in Manipur.*

The findings showed that the learner’s emotional intelligence was highly related to trustworthy, innovative, and conscientious are adjusted. Students of JNV were found no significant correlation among them. There existed no significant positive difference between emotional intelligence of male and female JNV students.

Irudhayamary (2014) conducted a study on *emotional intelligence and quality of life among high school teachers.*

The findings revealed that there were significant differences between male and female high school teachers in their level of emotional intelligence. There were significant differences between male and female high school teachers in their level of quality of life. There were significant association between quality of life and emotional intelligence of high school teachers.

Dimpal Rani (2014) conducted a study on *academic achievement of teacher trainees in relation to their emotional intelligence.*

The findings revealed that there were no significant differences in the emotional intelligence of male and female teacher trainees. There was significant relationship between emotional intelligence and academic achievement of teacher trainees.

Prabhas Ranjan (2013) conducted a study on *correlation of emotional intelligence with the preference for leadership style: a case study.*

The findings revealed that the correlation between intra-personal awareness and preference for leadership style was not equal to zero. The correlation between interpersonal awareness and preference for leadership style was not equal to zero. The correlation between emotional intelligence and preference for leadership style were significant.

Bobli Roy et al (2013) conducted a study on *emotional intelligence and academic achievement motivation among adolescents-a relationship study.*

The findings revealed that there were low positive correlation between emotional intelligence and academic achievement motivation among total sample both boys and girls. There was low positive correlation between emotional intelligence scores and academic achievement motivation among adolescents.
Caroline (2013) conducted a study on *modernity and emotional intelligence of B.Ed students.*

The findings revealed that there was a significant relationship between modernity and emotional intelligence of B.Ed students. There was a significant relationship between modernity and emotional intelligence of female B.Ed students.

Samir Kumar Lenka (2012) conducted a study on *emotional intelligence of secondary school teachers in relation to their professional development.*

The findings showed that there was a significant difference between emotional intelligence of male and female secondary school teachers. There was a significant relationship between emotional intelligence and professional development of secondary school teachers. There was a significant difference between the level of emotional intelligence are very high or very low in teachers of secondary school.

Kranti C. Gawali (2012) conducted a study on *relationship between emotional intelligence and positive affectivity among college teachers.*

The findings indicated that the emotionally intelligent teachers had a greater tendency to draw on positive emotions in terms of stress, institutively understanding and using positive emotions to their advantage, which contributed to their high score on positive affectivity. The teachers who scored low on positive affectivity would be experience sadness, anxiety and anger as these contribute to negative affectivity. There was a significant and positive correlation between emotional intelligence and positive affectivity of college teachers.

Santwana G. Mishra (2012) conducted a study on *emotional intelligence of B.Ed students.*

The findings showed that gender and major subjects did not play the significant role in determination of emotional intelligence.

Dharshana Sharma (2012) conducted a study on *impact of emotional intelligence and home environment on self-concept of adolescents.*

The findings showed that there were significant differences in self-concept among adolescents belonging to high and low levels of emotional intelligence. The students with high emotional intelligence had higher level of self-concept in comparison to the one’s had low emotional intelligence. Adolescents had higher emotional intelligence and good home environment were better in self-concept. Emotional intelligence and home environment had a significant impact on self-concept.
Sambhaji Shivaji Shindae (2012) conducted a study on *adjustment and emotional intelligence of college going girls.*

The results indicated that the inter correlation between five areas of adjustment were positive and high. No relationship was found between emotional intelligence, intelligence quotient and socio-economic status and these three factors were not related to the five different areas of adjustment in the age group of 18 to 23 and 12th standard to undergraduate level.

Rita Saini (2012) conducted a study on *self-concept in relation to emotional intelligence of senior secondary school students.*

The result showed that the female students were better than male students in their self-concept and emotional intelligence.

Gunjan Bhatia (2012) conducted a study on *family relationship in relation to emotional intelligence of the students of secondary level.*

The findings revealed that healthy family relationship greatly influences on emotional intelligence of the adolescents. Significant relationship was found between emotional intelligence and parental acceptance. No significant relationship was found between emotional intelligence and parental concentration. There was a significant negative relationship between emotional intelligence and parental avoidance.

Sandhya U. Samudre (2012) conducted a study on *a comparative study of emotional intelligence of B.Ed students.*

The finding showed that there was no significant difference in emotional intelligence among rural and urban B.Ed students on all nine factors out of ten dimensions namely self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, commitment and altruistic behaviour. No difference was found in the overall emotional intelligence among rural and urban students.

Deepa (2012) conducted a study on *influence of emotional intelligence and thinking styles on decision making skills of distance education B.Ed students.*

The study revealed that the factor analysis yields a single factor with considerate factor loading. The factor for the study had been identified as cognitive self-manage decision making. The factor was explained in terms, relationship management, emotional intelligence, thinking styles and decision making skills. There was significant influence of emotional intelligence on decision making skills. There
were a significant influence on emotional intelligence and thinking styles on decision making skills of the distance education B.Ed students.

**David Amalraj (2012)** conducted a study on *influence of emotional intelligence and social maturity on academic achievement of higher secondary students.*

The findings revealed that there were a significant relationship between emotional intelligence and social maturity of higher secondary students. There were positive correlation between emotional intelligence and social maturity of higher secondary school students. There were significant relationship between emotional intelligence and academic achievement of higher secondary students. There were a positive correlation between emotional intelligence and academic achievement of higher secondary students.

**Monica Maharajan (2011)** conducted a study on *academic achievement in relation to emotional intelligence and spiritual intelligence.*

The findings were revealed that no significant difference between the emotional intelligence of boys and girls. There exists no significant difference between spiritual intelligence of boys and girls. There exists positive and significant relationship between academic achievement and emotional intelligence of boys and girls. The relationship was found positive and significant for boys and girls. There was exists positive and significant relationship between academic achievement and spiritual intelligence of boys and girls.

**Ignatius Topno (2011)** conducted a study on *emotional intelligence, creativity and teacher effectiveness of primary school teachers.*

The findings showed that there were no significant relationship between teacher effectiveness of primary school teachers and their self management of primary school teachers. There were a significant relationship of male primary school teachers between teacher effectiveness and emotional intelligence. There were significant relationships between teacher effectiveness of female primary school teachers and emotional intelligence. There were no significant relationships between teacher effectiveness of female primary school teachers and creativity of the teachers.

**Patnaik (2011)** conducted a study on *an introspective work performance with reference to emotional intelligence.*

The result was found that people with high emotional intelligence were not necessarily high in performance of the executives.
Sheeja V. Titus (2011) conducted a study on influence of meta-cognition and emotional intelligence on teaching competency of secondary teacher education students.

The findings indicated that there was significant difference between male and female secondary teacher education students in their self awareness, self-regulations, self-motivation, social skills and emotional intelligence. There was no significant difference between married and un-married students in their emotional intelligence. There was significant difference among Kanyakumari, Tirunelveli and Thoothukudi districts students in their self-motivation and self-awareness. There was significant association between order of birth of the students and social awareness.

Poornima (2011) conducted a study on emotional intelligence and occupational stress of special education teachers working in the schools for hearing impaired children.

The results revealed that around 90% of the teachers encompass only low and moderate levels of emotional intelligence and more that 80% of special education teachers experience moderate and high level of occupational stress due to various stressors. The background variable salary was the major predictor of both emotional intelligence and occupational stress of the special education and level of classes handled had also contributed to the special education teachers’ occupational stress. Emotional intelligence had emerged as a significant predictor of occupational stress of the special education teachers working in the schools for hearing impaired.

Santhosh Kumar (2011) conducted a study on effect of cognitive style on emotional intelligence of higher secondary school students.

The findings indicated that there was no significantly gender wise and discipline wise difference on emotional intelligence. There was significant relationship between the cognitive style and emotional intelligence. The index of correlation was positively indicating that for a change in cognitive style there would be a corresponding change in emotional intelligence.

Sreekala Edannur (2010) conducted a study on emotional intelligence of teacher educators.

The results showed that the group possessed average emotional intelligence. The gender and locality of the teacher educators did not make any differential influence on their emotional intelligence.
Aijaz Ahmed Gujjar et al (2010) conducted a study on *comparison of the emotional intelligence of the university students of Punjab province.*

Gender-wise and qualification-wise the B.Sc., degree holders were found significantly better than their counterparts. There were also some significant differences in terms of the university students were studying in the jurisdiction. The emotional intelligence was positively correlated with age, gender, qualification as well as the educational institution of the student was enrolled in.

**Indu (2010)** conducted a study on *emotional intelligence of college students.*

The findings revealed that there was no significant difference between the emotional intelligence of male and female college students. Undergraduate and postgraduate students showed significant difference in their emotional intelligence. It was found that postgraduate students was emotionally intelligent than the undergraduate students. There was no significant difference in the total emotional intelligence of arts, science and commerce students, but there was a significant difference in the dimensions like inter-personal skill and adaptability. Arts students demonstrated more inter-personal skill more adaptable than science and commerce students.

**Vandhana (2010)** conducted a study on *emotional intelligence among students’ teachers in relation to general intelligence and academic achievement.*

The findings revealed that no significant relation was found between emotional intelligence and general intelligence of student teachers. No significant relation was found between emotional intelligence and academic achievement of student teachers.

**Umadevi (2009)** conducted a study on *relationship between emotional intelligence, achievement motivation and academic achievement.*

The findings showed that there was a positive relationship between emotional intelligence and academic achievement of student teachers. Male and female, arts and science student teachers did not differ in their emotional intelligence.

**Thomas Varghese (2004)** conducted a study on *relationship between emotional intelligence and teaching competency of high school teachers.*

The finding shows that there was a positive relationship between emotional intelligence and teaching competency of high school teachers.
STUDIES RELATED TO CRITICAL THINKING

Studies Conducted in Abroad

Alan Bensley (2014) conducted a study on improving critical thinking skills and metacognitive monitoring through direct infusion.

The findings revealed that the college students receiving different instruction of direct infusion of critical thinking (CT) was explicitly taught application of rules for analyzing psychological arguments and critical reading infused into their course work. The CT group showed significantly greater gains on tests of argument analysis and critical reading skills. Students in the CT group also showed significantly greater gains on the ability to accurately post-test their CT test scores. The results suggested that direct infusion can improve both CT skills and metacognitive monitoring with implications for how they were related.

Dennis Fung (2014) conducted a study on promoting critical thinking through effective group work: a teaching intervention for Hong Kong primary school students.

The findings revealed that the teaching intervention led to a significant enhancement of students’ critical thinking ability. In addition to the group work strategies, which were found to be effective in the teaching intervention.

Anita Heijlties et al (2014) conducted a study on improving critical thinking: effects of dispositions and instructions on economics students’ reasoning skills.

The findings revealed that the impact of critical thinking dispositions and instructions on economics students’ performance on reasoning skills. Participants performance were signifincantly in the control condition on the immediate and delayed post-test, but only on the practiced task categories-with the exception of the self-explanations condition. Dispositions predicted reasoning skills were pre-test but did not interact with instructions on post-tests performances.

Puangtong Petchtone (2014) conducted a study on the validation of web-based learning environment model to enhance cognitive skills and critical thinking for undergraduate students.

The findings showed that the average scores of cognitive skills and critical thinking test were in the higher level. The learning achievement of students passed the criteria of 80 percent. The students’ opinion showed that learning contents, the media on the network and the design were suitable for supporting knowledge construction and the model could enhance students’ cognitive skills and critical thinking.
Mohd Soffi Puteh (2014) conducted a study on *a test on critical thinking level of graduating bachelor of accounting students: Malaysian evidence.*

The results showed that critical thinking levels for high performance students were significantly higher than low and moderate students. There were also significant differences of critical thinking scores between universities.

Emmanuel Manalo et al (2013) conducted a study on *to what extent do culture-related factors influence university students’ critical thinking use?*

The findings showed that critical thinking was found to correlate with study self-efficacy, locomotion, assessment, and independent self-construal. The Auckland student’s scores higher than both Japanese student groups in those factors. The Okinawa students scored higher than the other two groups in interdependent self-construal. No differences were found between the groups on reported critical thinking use. A model, which produced an acceptable fit to the data, was proposed in which self-construal influences regulatory mode and study self-efficacy, and these in turn influence critical thinking. The culture related factors like self-construal, regulatory mode, self-efficacy influence students’ critical thinking use, but that difference in those factors need not necessarily equate to vocational group differences in critical thinking use.

Rezaei Kargar Flor et al (2013) conducted a study on *the effect of teaching critical and creative thinking skills on the locus of control and psychological well-being in adolescents.*

Statistical method of independent t-test showed that significant differences in their creative thinking and critical thinking in post-test of the experimental group. The multivariate analysis of covariance (MANCOVA) showed a significant relationship in their internal locus of control and psychological well-being.

David D. Preiss et al (2013) conducted a study on *assessment of argumentative writing and critical thinking in higher education: educational correlates and gender differences.*

The results showed that the information originated from the writing and thinking assessments and supplements the information provided by the academic measures. The gender differences in writing were relatively independent of gender differences in their thinking.
Mohammad Ali Akbari (2013) conducted a study on *teacher’s perception of the barriers to critical thinking*.

The results revealed that students’ attitudes and expectations, self-efficacy constraint and lack of critical thinking knowledge among teachers were reported as major obstacles in teachers’ perception.

Flor Rezaei Kargar et al (2013) conducted a study on *effect of creative thinking skills teaching on identity styles and general health in adolescents*.

The findings showed that the improvement of creative and critical thinking, identity style and health in the experimental group than the control group.

Mohammad Reza Ebrahimi et al (2012) conducted a study on *does emotional intelligence or self-efficacy have something to do with high school English teacher’s critical thinking, considering demographic information?*.

The findings revealed that critical thinking was related to emotional intelligence, but not to self-efficacy. No moderating roles were found for age, gender or teaching experience in the relationship between critical thinking and emotional intelligence.

Woo-jeong Shim (2012) conducted a study on *the impact of faculty teaching practices on the development of student’s critical thinking skills*.

The results from multinomial logistic regression analysis showed that asking challenging questions increased both students’ self-reported and the directly measured critical thinking abilities. Interpreting abstract concepts as well as giving well-organized presentation increased students’ self-reported gains in critical thinking; however, these same practices did not significantly impact their scores.

Morteza Karami et al (2012) conducted a study on *another view of importance of teaching methods in curriculum: collaborative learning and students’ critical thinking disposition*.

Findings showed that there was significant difference between the pre-test and post-test in disposition of critical thinking and creative component. But, in the maturity and commitment components there wasn’t significant difference between the pre-test and post-test.

Ali Abdi (2012) conducted a study on *the relationship of thinking styles of students and their critical thinking skills*.

The results indicated that there was a significant relationship between thinking styles and critical thinking skills. The students’ thinking styles had the ability to predict
their critical thinking skills. There was also a positive correlation between executive thinking style and the total scores of critical thinking skills. There were no significant relationships between executive thinking style with evaluation and analysis components of critical thinking skills. The correlation between judicial thinking style and all aspects of critical thinking were significant. There were meaningful correlation between legislative thinking style and critical thinking skills. There was not a significant relationship between legislative thinking style and evaluation component of critical thinking skills.

**Jens J. Kaasboll (1998)** conducted a study on *teaching critical thinking and problem defining skills.*

The results indicated that improved from a failure rate of 21.5% to 0.7%. This was mainly due to tighter project structure and additional student work. Reduced course material and improved teacher preparation did not seem to have any effect, while more focused project teaching might contributed to the decreased failure rate.

**Studies Conducted in India**

**Girija (2012)** conducted a study on *development of critical thinking skills with an inquiry oriented approach in teaching of civics.*

The findings showed that the superiority of inquiry oriented approach over traditional method. A positive effect on experimental group had produced a great effect on students thinking.

**Harish (2011)** conducted a study on *need for integrating critical thinking skills in mathematics instruction.*

The finding showed that there were needs to integrate critical thinking skills components in mathematics instruction of the school and college level.

**Sibichen (2011)** conducted a study on *critical thinking and decision making skills in teaching: a paradigm shift.*

The finding showed that there was significant difference between the graduate and postgraduate secondary teacher education students in decision making skills.

**Harish (2011)** conducted a study on *impact of integrated critical thinking skills on achievement in mathematics of secondary school students.*

The findings showed that there was a significantly difference between the post test achievement of control and experimental groups. There was no significant difference between the mean scores of boys and girls in the post-test achievement.
There was a significant interaction between group and gender on total integrated critical thinking skills on achievement after the intervention program.

**Rani (2010)** conducted a study on *academic achievement of higher secondary students in relation to their multiple intelligence, critical thinking and creativity.*

The findings slowed that there were a significant difference between male and female students in total creativity. Male were better than female students in their creativity. There were significant relationship between critical thinking and academic achievement of higher secondary students with reference to background variables. There were no significant relationship between creativity and academic achievement of higher secondary students with reference to background variables.

**Smitha (2009)** conducted a study on *effectiveness of guided discovery learning on critical thinking of secondary school students.*

The findings of the study were guided discovery learning was more effective than conventional teaching in developing critical thinking of secondary school students. It was also found that boys and girls were equally benefited from guided discovery learning. The gender had no effect in developing critical thinking skill.

**Celine Pereira (2009)** conducted a study on *reflective thinking strategy, a novel practice for teaching and learning.*

The findings showed that reflective thinking strategy of teaching was more effective than conventional method of direct instruction for the achievement of chemistry among secondary school students.

**STUDIES RELATED TO TEACHING COMPETENCY**

**Studies Conducted in Abroad**

**Maryam Lanlou (2011)** conducted a study on *professional competencies of teachers and the qualitative evaluation.*

The findings showed that there was a significant difference between teachers’ professional competencies and their perspectives about qualitative evaluation.

**Bruhwiler et al (2011)** conducted a study on *effects of class size and adaptive teaching competency on classroom processes and academic outcome.*

The findings revealed that adaptive teaching competency remained relevant in smaller classes, that is; class size and teacher quality were independently important.
Abdul Rahim Hamdan et al (2010) conducted a study on teaching competency testing among Malaysian school teachers.

The findings showed that there was a significant relationship between gender and teaching competency. The relationship was positive and highly related. There was no relationship between ethnic and teaching competency. There was no relationship between teaching experience and teaching competency. There was no significant relationship between academic qualification and teaching competency of Malaysian School Teachers.

Kantavong et al (2010) conducted a study on a professional learning program for enhancing the competency of students with special needs.

The findings revealed that teachers and parents implemented intervention techniques which led to increase student’s academic performance and the development of a more collaborative approach to supporting children with diverse needs in their educational background.

Oh et al (2010) conducted a study on pre-service physical education teachers attributes related to teaching a student labeled ADHD.

The results indicated that attitude toward the behaviour variable was predicted by prior teaching experience, special education course work and age. Age and perceived teaching competency were associated with behavioural beliefs.

Arzu Tasdelen Karckay (2009) conducted a study on the effect of micro-teaching application on the pre-service teacher’s competency level.

The results showed that the experiment of micro-teaching significant differences had been found between participants’ pre-test scores. The micro-teaching activity might affect students’ teacher competency levels positively.

Studies Conducted in India

Mahalakshmi (2014) conducted a study on relationship between teaching competency and personality traits of English language teachers.

The findings showed that there were a significant and positive relationship between teaching competency and activity-passivity, enthusiastic-non-enthusiastic traits. There were a significant and negative relationship between depressive-non-depressive and emotional stability traits. The depressive and emotional instability traits accounts for low level of teaching competency.
Vasanthi (2013) conducted a study on *teaching competency in relation to computer aptitude and personality type of B.Ed trainees in Chennai.*

The findings revealed that there were significant differences in dimensions of total teaching competency owing to the difference in gender. There was significant difference in dimensions of total computer aptitude owing to the difference in gender. There was significant correlation between teaching competency of student teachers and their personality type.

Jasmine Kumar (2013) conducted a study on *competency of teacher educators and teacher trainees in relation to their knowledge on technological innovations.*

The findings revealed that the English medium facilitates the knowledge on technological innovations of teacher trainees and teacher educators whereas Tamil as the medium of instruction was less contribute for them. Website resource support, knowledge on technological innovations and technology based academic activity facilitate teaching competency among teacher trainees and teacher educators. The high, moderate and low achieving groups in teaching competency among teacher trainees and teacher educators exhibit differential styles of using technological innovations displaying predominantly website resource support.

Jyothi Pattanshetti (2013) conducted a study on *teaching competency among the female prospective secondary school teachers.*

The findings revealed that graduate and postgraduate secondary school prospective teacher studying in KSWU and RCU did not differ significantly in respect to the teaching competencies (ii) KSWU and RCU prospective secondary school teachers, who were graduate and postgraduate; science and arts faculty, differ significantly in respect to the teaching competencies.

Jermance Deva Sahayam (2012) conducted a study on *relationship between social intelligence and teaching competency of high school teachers.*

The findings revealed that there were no significant differences between social intelligence of teaching competency with respect to gender. There was significant relationship between social intelligence and teaching competency of high school teachers. The male teachers were better than female teachers in their social intelligence and teaching competency.
Amutha Ranjini (2012) conducted a study on teacher’s competencies and academic achievement of secondary teacher trainees.

The findings showed that the level of teacher’s competencies of secondary teacher trainees with reference to gender, age, educational qualification, religion and marital status was average. There was no significant difference in the age, educational qualification and marital status in their teachers’ competencies. But there was significant difference between the gender and religion in their teaching competencies. There was significant relationship between teachers’ competencies and academic achievement of secondary teacher trainees.

Sheeja V. Titus (2012) conducted a study on relationship between metacognition and teaching competency of secondary education students.

The findings showed that there were significant differences between the male and female secondary teacher education students in their teaching competency. There was significant relationship between metacognition and teaching competency of secondary teacher education students.

Parameswari (2011) conducted a study on effect of meta-cognitive orientation to B.Ed physical science trainees on teaching competency and self-esteem.

The findings of the study felt that might contribute to the enhancement of competency in teaching and to the self-esteem level of the trainees. The trainees may be considered for better framework in developing good teaching competency and high self-esteem level of the student teachers.

Antony Gracious (2011) conducted a study on scientific attitude and teaching competency of prospective B.Ed teachers.

The findings showed that there were no significant relationship between scientific attitude and teaching competency of prospective B.Ed teachers.

Sasi Priya (2011) conducted a study on influence of soft skills on teaching competency of secondary teacher education students.

The findings revealed that there were a significant relationship between teaching competency and self-efficacy of secondary teacher education students. There were significant influences of performance in soft skills on teaching competency of secondary teacher education students.

The findings revealed that the B.Ed teacher trainees improved in all dimensions viz., planning, monitoring and evaluation of self-regulatory strategies in the assessment than the pre-assessment. The teaching competency of the teacher trainees improved significantly in the post-assessment of teaching competency than in the pre-assessment. All the components of teaching competency showed significant improvement.

Sabu (2010) conducted a study on *in-service training programmes and teaching competency of teachers.*

The findings showed that secondary school teachers significantly differed with regard to the number of in-service programmes attended men and women teachers did not differ significantly in teaching competence. The government and private school teachers did not differ significantly in their teaching competency.

Arul Sekar (2009) conducted a study on *influence of meta-cognition and ICT awareness on teaching competence of mathematics teacher trainees of colleges of education.*

The findings showed that there were no significant differences between male and female mathematics teacher trainees in their teaching competence.

Anisha V. Gopalakrishnan (2009) conducted a study on *influence of multiple intelligence and self-efficacy of the secondary teacher education students on their teaching competency.*

The findings showed that there were significant differences between aided and unaided college secondary teacher education students in their teaching competency. There was significant difference between graduate and postgraduate secondary teacher education students in their competency.

Nagavalli (2009) conducted a study on *an investigation on impact of soft skills on the teaching competency of the B.Ed trainees.*

The finding showed that there were significant relationship between teaching competency and soft skills in their subjects.

Febila Josephine (2008) conducted a study on *relationship between ICT skills and teaching competency of B.Ed students.*

The findings showed that there were no significant relationship between ICT skills of rural and urban secondary teacher education students and their teaching
competency. There was no significant relationship between ICT skills of male and female secondary teacher education students in their teaching competency.

Anisha V. Gopalakrishnan (2008) conducted a study on relationship between self-efficacy and teaching competency of secondary teacher education students.

The result revealed that there were significant relationship between self-efficacy and teaching competency of secondary teacher education students.

Sabu (2005) conducted a study on stress and teaching competence of secondary school teachers.

The findings showed that there was a negative correlation between stress and teaching competence of secondary school teachers. There was no significant difference between male and female teachers in their teaching competence.

Lily Mary Pushpam (2004) conducted a study on teaching competence of science teachers at higher secondary level.

The findings showed that the teachers of aided and matriculation schools were better teaching competency than teachers working in government and corporation schools. Teaching competency of experienced teachers were greater than less experienced teachers. Postgraduate teachers exhibited better than the undergraduate teaching competency. Permanent teachers registered better competency than temporary teachers and there was positive attitude of teachers towards teaching profession.

Amaladoss Xavier (2003) conducted a study on teaching competency of postgraduate chemistry teaching in relation to student’s academic achievement.

The finding showed that the teaching competency of postgraduate chemistry teaching in Kanyakumari district was found to be average. There were no significant relationship between chemistry teaching and qualification of teachers.

Tamilmani (2000) conducted a study on teacher competency, teacher personality and teacher attitude on student achievement in science.

The finding showed that there was a significant difference between male and female teachers in their teaching competency.

CRITICAL REVIEW

The researcher reviewed ninety three studies related to the variables of emotional intelligence, critical thinking and teaching competency among which forty studies were conducted abroad and fifty three studies in India. Most of the studies have employed survey method and experimental methods. The studies were used the simple random sampling, stratified random sampling, purposive and systematic sampling
techniques followed in these studies. After a critical evaluation of the studies related to emotional intelligence, critical thinking and teaching competency the researcher had made the following observation of these three variables are the predicting one for every individual as well as trainee teachers. These are significantly influenced by their learning environment. The investigator would like to add the following comments starting with the variable emotional intelligence.


Dennis Fung (2014) established the findings, there were teaching intervention led to a significant enhancement of students thinking ability. Rezaei Kargar Flor et al (2013) reveal that significant differences in ‘t’ test of their creative thinking and critical thinking. Morteza Karami et al (2012) findings showed that had a significant difference between the pre-test and post-test in disposition of critical thinking. Ali Abdi (2012) results showed that there were a significant relationship between critical thinking and thinking styles. Sibichen (2011) established there were significant difference between the graduate and postgraduate secondary teacher education students in their critical
thinking and decision making skills. Rani (2010) revealed that there were a significant differences and relationship between critical thinking, creativity and their academic achievement.

Maryam Lanlou (2011) revealed that there were a significant difference between teacher’s professional competencies and their perspectives. Abdul Rahim Hamdan et al (2010), Amutha Ranjini (2012), Sheeja V. Titus (2012), Sasi Priya (2011), Anisha V. Gopalakrishnan (2009), Nagavalli (2009), Anisha V. Gopalakrishnan (2008), and Tamilmani (2000) these studies findings revealed that there were significant difference and relationship between teaching competency of prospective teachers. Jyothi Pattanshetti (2013), Antony Gracious (2011), Arul Sekar (2009), and Sabu (2005) the before said studies had no relationship on teaching competency and the prospective teachers performance.

After a cursory view on collected relevant literature it could be understood that the present study differs from the rest of the studies in several ways. First of all, there was no study undertaken so for which had combined the variables of emotional intelligence, critical thinking and teaching competency. Therefore the present study has its own importance in this regard, secondly it could be understood that there are many foreign studies that deal with emotional intelligence and critical thinking of college students but there were no studies which directly deal with B.Ed trainees. Hence this study makes a platform in unique. Thirdly, with regard to the variable critical thinking and teaching competency combined with the variables of job-satisfaction, stress management, professional commitment, creativity, self-efficacy and academic achievement. But here still now no study that directly deal with B.Ed trainees with the variables of critical thinking and teaching competency. But this study is the first one in this regard to deal among the B.Ed trainees. Fourthly, the present study assumes greater significance, in that it differs from the rest of the studies in-terms that none of them directly deal with the impact of emotional intelligence and critical thinking on teaching competency of B.Ed trainees.