CHAPTER-2

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

Human knowledge has three phases: preservation, transmission and advancement. This fact is particularly important in the field of research. According to Clifford Woody of the University of Michigan (Sharma, 2000) research is a careful inquiry or examination in seeking facts or principles. Research in any field adds to the information that can be transmitted to others and so can bring advancements.

Literature available related to emotional maturity was found in varied dimensions. As, the terms emotional intelligence and emotional maturity is being used by researchers interchangeably, there is not much difference in construct of both the terms. The term 'emotional intelligence' is newly coined and has attracted attention of researchers worldwide. But, still there is no consensus about the viability and construct validity of the term 'emotional intelligence'. The literature related to emotional maturity was found to overlap with literature related to emotional intelligence. This problem has been faced by the researchers working in the area of emotional maturity that during the literature review of emotional maturity, it gets directed to emotional intelligence. Both the concepts need to be studied widely for their construct validity.

This study is considering main five clusters: self-awareness, self-regulation, self-motivation, social awareness and social management with some competencies related to each cluster. Literature was reviewed related to all these competencies. Indian and foreign researches related to the topic were studied.

The purpose of this literature review was to understand the effect of various competencies of teachers on student's personal and academic performance. Other objective was to check if there is any effect of emotional competencies on student's performance. And, the most important purpose of literature review was to study and understand the various intervention programs designed for enhancing emotional

competencies of student-teachers. For the convenience of understanding, the literature has been classified in three sections as follows:

1) Emotional competencies as correlates of teacher's effectiveness.
2) Emotional competencies and student's performance.
3) Intervention for enhancing emotional competencies.

2.1 EMOTIONAL COMPETENCIES AS CORRELATES OF TEACHER'S EFFECTIVENESS:

Following studies were reviewed in order to understand the effect of various competencies on teaching performance:

Kasinath, H.M. (2008) studied 'Motivational correlates of emotional intelligence of secondary teacher trainees.' The study concluded that the process of enhancing emotional intelligence should be integrated with academics. Better emotional skills enhance personal effectiveness leading to healthier and stronger relationships.

Suri, S. & Chandel, N.P.S. (2008) studied the effect of teaching practice program on non-verbal classroom communication behavior of pupil-teachers. the study mainly concluded that the non-verbal classroom communication behavior of pupil-teachers has not been significantly improved by the teaching practice program.

Oyesoji, (2007) studied effect of various factors including emotional intelligence on self-efficacy of teachers including 170 males and 246 females. Emotional intelligence as a variable of influence had the most causal influence on teaching self-efficacy of the participants. The findings of the study established that EI could influence teaching self-efficacy of teachers who suffer from career frustration. The relationship between EI and self-efficacy could be a function of social skills, motivation, self-awareness and self-regulation that are embedded in EI. Above all, an emotionally intelligent teacher should be able to cope better with daily demands of the job. The findings reported in this study

indicated that teaching profession could be made more satisfying if teachers are well motivated, have better self-efficacy and are emotionally intelligent.

Morris-Rothschild, B.K. & Brassard, M.R. (2006), did a study on 'Teacher's conflict management styles: the role of attachment styles and classroom management efficacy.'

The study concluded that Constructive conflict management strategies are important in maintaining a positive classroom environment yet little is known about interpersonal or school variables associated with teachers' use of such strategies with students. Teachers high in self-reported classroom management efficacy and security of attachment (low on avoidance, anxiety) were predicted to endorse use of positive classroom management strategies (e.g., integrating, compromising) more than insecure teachers and those low in scores. School and teacher demographic variables were included in a multivariate regression after preliminary analysis suggested that ignoring the multilevel structure of the data made little difference in results; school variances were small compared with teacher variances. Conflict Management Efficacy and years teaching had positive, significant effects on use of integrating and compromising strategies, while avoidance had negative effects on both and anxiety on integrating strategies. Implications for teacher development are discussed.

Wells, K.H. (2004) (Alliant International University) studied Emotional intelligence as ability and its relationship with openness to difference. The research hypotheses of this study posited a correlation between EI and openness to difference. The hypotheses were confirmed and an association was found between EI and openness to difference. The total score of the MSCEIT correlated positively and significantly with the scores on the Flexibility/Openness Scale.

Rebecca, H., (2003) (Indiana University) studied Emotional intelligence and teaching success in higher education. This study compared 86 Teaching award winners to a random sample of 200 non-award winning faculty members at one institution. The data included self-reports on both the Seven Principles, and EQ. The three statistical

procedures of MANOVA, discriminant analysis, and multiple regression were selected for this study based on the focus of the research objectives. Based on the results of the study, a significant link was found between specific EQ competencies, and behaviors of effective teaching.. Based on these findings, one could conclude that it is not only the actions/behaviors taken by faculty that are important, but the underlying attitude behind the actions that has the greatest influence on effective teaching. Additional findings revealed that the EQ sub-score of General Mood was a significant determinant of Teaching Award winning faculty.

Brookhart, S.M. & Freeman, D.J. (1992) conducted a study on 'Characteristics of entering teacher candidates.'

The study considered following research questions:

Who are entering teachers?

How do they learn to teach?

What studies and experiences teacher education should present to them/

How to improve teacher preparation program?

Four categories of variables were identified for the study:

a) Demographic and background variables (age, gender, experience, etc).
b) Reasons for choosing teaching and career plans and expectations.
c) Confidence, self-assurance, or optimism about teaching.
d) Perceptions of the roles and responsibilities of a teacher, orientation to teaching or beliefs about teaching.

Methodology of survey was employed for the study. The study majorly concluded that:

1) Many teacher candidates are not sure weather they will continue teaching after the course.
2) The mail candidates had higher self-confidence at entry level but female candidates gained confidence during the training period.
3) They had unrealistic optimism about getting the job after training.
4) Entering teachers believed that young children do not understand much and cannot handle complicated ideas.

5) Entering teachers view the nurturing and interpersonal aspects of teacher's role as more important then academic aspects and they view teaching as dispensing information.

Mohanty, A. (1990) did A critical analysis of the reactions of pupils-teachers towards the teaching profession. The major finding related to present study was: teachers who had a low attitude towards teaching exhibited the least satisfaction with their job while the high attitude group had the highest job satisfaction.

Choudhury, N.R. (1990) studied personality of the teacher and classroom discipline. The main objectives of the study were:

i) To find out the effective personality factors of teachers for maintaining classroom discipline.

ii) To find out the correlation between personality factors of teachers and classroom discipline, and

iii) To compare the two groups of teachers, effective and non-effective, for maintaining classroom discipline.

The major findings of the study were:

i) The teachers who scored high on the basis of the assessment on the Teacher's personality rating scale were found effective in maintaining classroom discipline, whereas the low scorers were found ineffective.

ii) A significant correlation was found between the personality factors of teachers and classroom discipline.

Awasthi, N. (1989) studied personality profile of popular and unpopular teachers and their relationship with teaching proficiency. The popularity of teachers is related to their prescribed traits—they were reserved, which indicates the qualities of detachment and coolness; assertive; conscientiousness; slightly tough-minded; slightly experimenting and self-sufficient.

Clemence, S.M. (1989) did a 3x3 ANOVA of job satisfaction among high school women teachers by their role-conflict and dimensions of values. The objectives of the study were:

i) To study the effect of role-conflict on the different component of job satisfaction of high school women teachers.

ii) To examine the combined effect of the different dimensions of values and role conflict on the different components of job satisfaction of high school women teachers, and

iii) To examine the combined effect of different components of job satisfaction of high school women teachers.

The major findings were:

i) Role conflict was found to affect negatively all the dimensions of job satisfaction. Among the dimensions of values, only one dimension, social value was found to affect the total job satisfaction of high school women teachers.

ii) The interaction effect was significant only in one stray, i.e. the role conflict and theoretical dimension of the value on the interpersonal component of high school women teachers.

Mishra, U.S. (1989) studied conceptual difference amongst students regarding an ideal teacher at two levels of education- junior high school and intermediate. The major findings of the study were:

i) The traits considered most important and rated in the top positions were adequate and up-to-date knowledge, deep interest in the teaching subject, understanding of student's difficulties, impartiality in behavior, politeness, punctuality and encouragement to active student participation.

Mittal, J.P. (1989) did an exploratory study of teacher's motivation to work and its relationship with the organizational climate of the school. The major findings of the study were:

i) Teachers working in private schools were significantly more motivated to work then heir counterparts working in government managed schools.

ii) Teachers who perceived less disengagement, less alienation, less psychophysical hindrance, more esprit and more humanized thrust dimensions of the school organizational climate, were found to be more work motivated.

Rastogi, A. (1989) studied the importance of verbal interaction analysis. The major finding was that teachers were found more authoritative and did not encourage students to participate in teaching-learning process.

Agarwal, S. (1988) conducted a study of adjustment problems and their related factors of more effective and less effective teachers. the major findings of the study were:

2) There was a significant difference between the adjustment problems of more effective and less effective female teachers at primary level; the more effective teachers were better adjusted then their less effective counterparts.

3) Social factors were found more prominent in the adjustment problems of more effective female teachers, while in the case of less effective female teachers emotional factors were found more influential.

Ram Gopal, (1987) conducted A Study of Role Conflict and Its Effect on Role Performance of Extrovert and introvert Senior Secondary School Teachers of Delhi University. The objectives of the study were to find out (i) the role performance of extrovert and introvert school-teachers with regard to their high and low role conflict, (ii) the difference between the high and low role conflict groups of extrovert school-teachers, (iii) the difference between the high and low role conflict groups of introvert school-teachers, (iv) the difference between teacher's role conception and principal's expectation of teacher's role of extrovert and introvert school-teachers, (v) the difference between the teacher's role conception and friends expectation of the teacher's role of extrovert and

introvert school-teachers, (vi) the difference between a teacher's role of conception and students' expectation of teacher's role extrovert and introvert schoolteachers, (vii) the difference between a teacher's role conception and a teacher's role performance of extrovert and introvert schoolteachers, and (viii) the difference between principals' students' and friends expectations of a teacher's role of extrovert and introvert school teachers.

The findings of the study were:

1. The extrovert teachers who had high role conflict demonstrated poor role performance as compared to those extrovert teachers who had low role conflict.
2. The high role conflict resulted in poor performance and low role conflict resulted in better role performance among introvert teachers.
3. The extrovert school-teachers were not equally affected by the role conflict persisting in their schools.
4. The introvert school teachers differed significantly with regard to their high and low role conflict group.
5. The extrovert and introvert school teachers having high role conflict did not differ with regard to their role performance.
6. The performance of extrovert teachers did not differ significantly from the role performance of introvert school teachers with regard to their low role conflict.
7. The extrovert school-teachers differed significantly in their own expectation of teachers' behaviour and the principal's role as expected by them.
8. The introvert teachers differed significantly with regard to their teacher's role conception and principal's expectation of teacher's role.
9. The extrovert and introvert teachers did not differ significantly with regard to their teacher's role conception and friend's expectation of teacher's role.
10. The extrovert and introvert teachers did not differ with regard to their role conception and students' expectation of teacher's role.
11. The extrovert and introvert teachers differed significantly with regard to their teacher's role conception and teacher's role performance.
12. The extrovert and introvert teachers differed significantly with regard to their principal's, and friends' expectation of teacher's role.

Blasé, J.J. (1986) conducted A Qualitative Analysis of Sources of Teacher Stress: Consequences for Performance. This article presents data drawn from a qualitative study of teachers' perceptions of work stress. Linkages between teacher stress and teacher performance are firmly established. The study data are discussed in terms of the Performance Adaptation Syndrome (PAS), a term developed from the data to describe the deleterious effects of prolonged work stress on the instructional ability of teachers.

Morgan, S.R. (1984) studied "An illustrative case of high empathy teachers.'
This study describes personality traits of teachers rated as highly empathic in a study of 24 teachers of emotionally disturbed children. Results suggested that teachers rated high in empathy also rated high on teaching performance.

Veenman, S. (1984) conducted a study on 'Perceived problems of beginning teachers.'
The study considered eight problems perceived most often by beginning teachers as:

1) Classroom discipline.
2) Motivating students.
3) Dealing with individual differences.
4) Assessing student's work.
5) Relationship with parents.
6) Organization of classroom.
7) Insufficient or inadequate teaching materials and supplies.
8) Dealing with individual problems of students.

Roherkemper, M.M. (1984) studied 'The influence of teacher socialization style on student's social cognition and reported interpersonal classroom behavior.'
This study reflects the concerns about socializing role of the classroom teacher and student's social perceptions in the classroom- of their teacher, their classmates and themselves- and their subsequent interpersonal behavior. In this study teacher socialization style was found to be very powerful factor. It was found to be related to

prediction and interpretation of teacher's behavior. Teacher can influence student's social cognition and interpersonal behavior through their socialization style. Negative socialization style of teacher leads to underachievement of their students.

Khanna, P. (1985) conducted A study of personality patterns of successful (effective) high school teachers of Aligarh district. The ,ain objectives of the study were:

1) To identify the successful (effective) teachers.
2) To find out the personality patterns of the successful (effective) teachers of high school.

The tools used were: R.C.Deva's teacher rating scale, the student's perception of their teacher scale by Sorenson and the 16 PF test by Cattell.

The major findings of the study were:

1) The successful teachers had traits which were positively helpful and valuable for the mental health of the individual whereas unsuccessful teachers had traits which tended to lead a person to a kind of maladjustment.
2) High school students were quite sensitive and receptive to the prominent traits of their teachers.
3) There was a definite impact of teacher's personality on their student's perception.
4) There was a close relationship between the level of effectiveness of teachers and the levels of achievement of their students.
5) Successful teachers were very helpful in raising the level of achievement of the students and also their overall educational standard.

Important suggestions from the study were:

1) In the selection for high school teachers care should be taken to study their personality with appropriate personality tests.
2) The successful teachers in the different faculties like arts and science possess relatively different personality traits. This fact should be kept in mind while recruiting teachers for different faculties.

Shukla, P.C. (1984) conducted a comparative study of personality characteristics of innovative and non-innovative teachers and their pupil's creativity. The objectives of the study were:

1) To identify innovative and non-innovative teachers from some selected primary schools.
2) To assess the personality characteristics of innovative and non-innovative teachers.
3) To find out the differences and similarities between the personality make-up of innovative and non-innovative teachers (male and female).
4) To find out the differences in innovativeness due to age, remuneration, experience and rural-urban belongingness.
5) To find out the differences in creativity of pupils taught by innovative teacher and pupils taught by non-innovative teachers.

The findings were:

1) Urban teachers (male and female) were more innovative then rural teachers.
2) Sex differences were not observed to be significant causative factors as regards innovativeness of teachers.
3) Teachers having less teaching experience were found to be more innovative.
4) Partial relationship was discerned between the age and innovativeness of the teacher.
5) A not very clear relationship was observed in innovativeness of different salary groups of teachers.
6) Non-innovative teachers were found to be reserved, detached, critical, cool less intelligent, dull tending towards trauma and tension, frustrated, excitable and restless. Innovative teachers were found to be emotionally stable, calm and mature, assertive, independent, self-assured, happy-go-lucky, impulsive, lively, gay, enthusiastic, more venturesome, socially bold, spontaneous, trusting, imaginative, shrewd, placid, experimenting, analytical, free-thinking, inclined towards relaxation and exposure.
7) The pupils of innovative teachers were found to be higher on creative thinking score then the pupils of non-innovative teachers.

Wangoo, M.L. (1984) studied teacher personality correlates and scholastic competence as related to teacher effectiveness. The major finding of the study was: personality adjustment, democratic leadership, a high degree of intelligence and emotional control were the main characteristics that went with teacher effectiveness.

Thakur, T. (1976) conducted a study based on the opinion of senior pupils 'who is a good teacher?' The main purpose of study was to analyze the characteristic of a good teacher as perceived by pupils. The sample included 400 senior students. An unstructured opinionnaire was used. No teacher was present during investigation. The major findings were:

1) Most of the pupils were from economically deprived homes.
2) The outstanding positive traits of the teacher as viewed by the pupils were good teaching, kind and pleasing manners, good advice and guidance to pupils, regular and punctual attendance and equal treatment to all. A teacher who did not let down pupils was loved by all.
3) The negative traits were partiality, favoritism, wasting time, unmindful of duty, rude, lack of affection, ridiculing students, bad teaching, excessive talk unrelated to subject matter and conceit.
4) Some differences were noticed with regard to the responses received from boys and girls.

2.2 EMOTIONAL COMPETENCIES AND STUDENT'S PERFORMANCE:

Manoharan, R.J.L. & Doss, I.C. (2007) conducted a study of Emotional Maturity of Post-Graduate Students in Pondicherry Region. The main objectives of the study were:

1. To identify the level of emotional maturity and of its five components namely, emotional instability, emotional regression, social adjustment, personality disintegration and lack of independence of Post-graduate students in Pondicherry region.

2. To find out significant differences, if any in the level of emotional maturity of the P.G. students in terms of their sex, class and group.

The data were collected by using the Emotional Maturity Scale (EMS) developed and standardized by Dr.Yashvir Singh and Dr.Mahes Bhargava.

The major findings were:

1. The level of emotional maturity of P.G. students is low.

2. Their scores on the components namely emotional instable, emotional regression and social maladjustment are on the higher side. Therefore, they are poor in their emotional stability, emotional well-being and social adjustment. Their scores on the last two components namely, personality disintegration and lack of independence are below average. Hence they are moderately sound in their personality integration and independence.

Pastey, G.S. & Aminbhavi, V.A. (2006), studied impact of emotional maturity on stress and self-confidence of adolescents.

The analyzed and interpreted findings of the study have led to the conclusion that adolescents with high emotional maturity have significantly higher stress and self confidence than those with lower emotional maturity. Adolescents with high emotional maturity have better ability of managing, directing and controlling themselves in each and every action thus results in their high self confidence. Emotional Maturity Scale was used For measuring emotional maturity of adolescents, a scale developed by Singh and Bhargav (1984) was used.

Singh, D. (2006) cited in his book 'Emotional intelligence at work' that enhancing emotional skills of students improved discipline, academic achievement, optimism, pro-social behavior, classroom relationship and empathy.

Drago, J.M. (2004) studied The relationship between emotional intelligence and academic achievement in nontraditional college students. This correlational study examined the relationship between emotional intelligence and academic achievement in nontraditional college students. Because students differ in cognitive ability, with some

students being better prepared for the collegiate environment than others, the role of emotional intelligence in academic achievement must be better understood. Non-cognitive factors such as emotional intelligence may supplement or enhance student cognitive ability. Results demonstrated that emotional intelligence is significantly related to student GPA scores, student cognitive ability scores, and student age. Additionally, student anxiety was related to certain emotional intelligence abilities. No significant relationship, however, was found between emotional intelligence and achievement motivation. Overall, the results suggest that academic achievement is related to students' ability to recognize, use, and manage their emotions. This suggests the need to incorporate emotional intelligence curriculum into college degree programs to help students increase their emotional intelligence.

Parker, J.D.A., et all (2004) conducted a study 'Academic achievement in high school: does emotional intelligence matter?' The study concluded that academic success was found to be strongly associated with some of the dimensions of emotional intelligence.

Kelly, B., et all (2004) conducted a study 'Applying emotional intelligence: Exploring the promoting alternative thinking strategies curriculum.' This paper describes a collaborative action research project in one primary school that arose from a mutual interest in applying the concept of "Emotional intelligence". It involves an exploratory qualitative study of the Promoting Alternative Thinking Strategies (PATHS) curriculum. This is an approach aimed at promoting emotional competence in children and young people. The PATHS curriculum was chosen because of its clear conceptualisation of emotion, its emphasis upon cognitive and developmental aspects and its research history. One class of 9 and 10 year olds took part in the project. Target children were selected from within this group for closer monitoring. The outcomes suggest that PATHS was rated very positively by class teachers, pupils and other staff involved in the project. Positive emotional, social and behavioural changes at a class and individual level were attributed to the effects of PATHS. Finally, the importance of developing a positive school ethos was highlighted as promoting these effects.

It is necessary to study how teachers can help or consult students to manage their emotions appropriately in the student's learning environment, how to manage the changes in student's emotions, and how to manage or modify their teaching strategies (Yang, M.K. & Wang, G.S., 2001).

2.3 INTERVENTION FOR ENHANCING EMOTIONAL COMPETENCIES:

Winkelmann, K. (2008), developed a *Competence Training Programme* for teachers aimed at assisting teachers to cope with an aspect of how to cope with the daily hassle arising from behaviour problems within the classroom setting. Programme have therefore been defined as —

□ Ensuring knowledge and developing an understanding of various aspects of the changing field of interaction between teachers and students in adherence to more child-centred practices

□ Ensuring knowledge of types and causes of behaviour problems, the social/emotional needs of children plus intervention strategies and process-evaluation

□ Enhancing and reinforcing pedagogical competencies - especially in dealing with behaviour problems and social communication strategies

Providing and reinforcing knowledge of teaching principles, i.e. classroom management strategies.

□ Strengthening the belief in positive selfefficacy and reducing negative self-efficacy

□ Focusing on individual resources and aspects of improved self-management and stress-reduction

□ Developing principles of self-help by building up co-operative networks with colleagues and other important agencies.

The Competence Training Programme was carried out during two school years (2004/05

and 2005/06) and consisted of 23 groups, each of which contained eight teachers with a total of 185 teachers. A process-evaluation was carried out, the results of which were very promising.

Grant, A.M. (2007), conducted a program for "Enhancing coaching skills and emotional intelligence through training."

The purpose of this study was to compare the impact of a long-term (13-week, spaced learning) with a short-term (two-day, block intensive) coaching skills training programme on 23 participants' coaching skills and EI, as measured by the SEIS (Schutte et al., 1998). Participation in the 13-week training course was associated with increases in both goal-focused coaching skills and EI, whereas the two-day block intensive training was associated with increased goal-focused coaching skills, but not EI. The main implications of these findings are that, while short, intensive programmes may improve participants' goal-focused coaching skills, organisations seeking to improve the underlying EI of participants should use a spaced learning approach over a number of weeks.

Clarke, N. (2006). Developing emotional intelligence through workplace learning: Findings from a case study in healthcare.

This qualitative research based paper reports findings from a study investigating workplace learning in UK hospices. Data collection was undertaken initially through a survey of all UK hospices and then, subsequently, qualitative data were obtained from 22 participants (two male, twenty female) working in 20 different hospices. Based on the findings, it is proposed that the ability to manage emotions and the ability to use emotions to facilitate thinking and decision-making can be developed using workplace or on-the-job learning methods where competences in EI, alongside the socio-cultural cues that influence emotional display, are likely to be learned and understood within the context of the workplace.

Reilly, P. (2005) Teaching Law Students How to Feel: Using Negotiations Training to Increase Emotional Intelligence.

This article suggests that negotiation courses using traditional lectures combined with role plays and simulated exercises can be used to train students in understanding emotion and increasing their emotional intelligence. The article defines emotion and emotional intelligence; describes and analyzes one simulated exercise that has proven to be particularly potent in the classroom for teaching both the theory and practice of emotional intelligence; sets forth the rudimentary components of a possible curriculum for emotions training; and concludes with reasons why law schools and other professional degree-granting programs can and should make training in emotions a curriculum staple.

Davies, M. & Bryer, F. (2004) studied 'Personal skills for teachers: Measuring and developing their emotional competencies.'

This paper considered how emotional competencies are embedded within current listings of attributes of effective teacher graduates. One conceptualization of the personal skills that teachers require in effectively managing complex relationships involves the construct of emotional intelligence (EI). Final year teacher education students completed a 360-degree measure of emotional competencies, Emotional Competence Inventory-University edition (ECI-U) and reviewed their development of such attributes. Results suggest that this final semester student cohort gave low ratings to their existing competencies to some of the most highly ranked teacher competencies, supported by industrial and registration standards and measured in the ECI-U clusters of Self-management and Relationship management. The future design of undergraduate programs for professional training of teachers needs to include consideration of development of such competencies and the use of a viable measure of interpersonal and intrapersonal competencies.

Kaplan, F.B. (2003) studied Educating the emotions: Emotional intelligence training for early childhood teachers and caregivers. This study evaluates the effects of a psychoeducational training program on the development of emotional intelligence in preschool and elementary educators and caregivers. Findings suggest that, though

participants' EI appeared weak pre-program, it improved significantly post-training. . The study suggests practical implications for preparing teachers to implement social-emotional learning programs, as well as for retooling tests for assessing EI in culturally and educationally diverse populations.

Hofsteinl, A. (2003), conducted a study 'The Development of Leadership among Chemistry Teachers in Israel.'

They asserted that implementation of new content and pedagogical standards in science education in Israel as well as in other countries necessitates intensive, life-long professional development of science teachers. Here author describe a model for the professional development of chemistry teacher-leaders. In the first part of the paper, they describe a model for the development and change of chemistry teacher-leaders. In the second part of the paper, they present the assessment of teachers" change. It is suggested, that in order to become a leader, the teacher has to undergo several interrelated phases of development and changes, namely personal, professional, and social. In order to attain these changes, a two-year program was designed in which teachers were given opportunities to develop their content knowledge, pedagogical content knowledge, and their leadership abilities and skills. The assessment of teachers" professional development clearly showed that engaging teachers in a long-term professional development program changed their beliefs (personal change) regarding their role as chemistry teachers in general and their confidence to become leaders in particular. In addition, they observed that the teachers changed in their professional abilities as well as in their social behavior. They also reported on the involvement of the teacher-leaders in activities in which leadership skills were implemented in attempting to reform chemistry education in Israel.

Cornille, T.A., et all (1999) in their study 'Teacher's conflict management style with peers and student's parents' suggested continuing education for teachers to learn intentional ways of dealing with conflicts, both with peers and with students' parents. Teachers' conflict management styles were different in all five styles of conflict management from those a normative group of the business managers. No differences were found between responses of teachers in urban and nonurban schools. Teachers in

urban schools reported being more likely to use dominating styles with their students' parents than with their peers.

Cheng, Y.C. (1994), conducted a study 'Teacher Leadership Style: A Classroom-level Study.'

The researcher borrowed the ideas from the theories of adult organizations, investigates how teacher leadership style is related to use of power, social climate, student-affective performance in a sample of 678 classrooms in 190 Hong Kong primary schools. Finds that class teacher's leadership and use of power are interrelated in process of leading a class of students. Leadership style was found to be strongly related to social climate and student-affective performance. The leadership style of "high initiating structure and high consideration" should be preferable and effective in terms of nearly all of the climate and affective measures. The findings support the importance of balanced leadership style not only in adults organizations, but also in classrooms. The profiles of the four leadership styles provide a useful pattern for developing teacher leadership as well as classroom environment for better students' outcomes. The findings support the possibility of generalization of the concepts of organization and management that were developed from adults organizations to a context of classrooms in primary schools.

Macfarland, M.C. (1988) A study of the effects of the effective classroom communication program on secondary school teachers.

It was an attempt to study the interpersonal skills, and the effectiveness of a planned, systematic approach for the development of these skills with a view to developing effective communication skills and democratic problem-solving skills in teachers. the objectives of the study were:

1) To ascertain the human relations skills of a group of a teacher in English medium schools.
2) To improve the human relation skills of the same group of teachers by training them in the skills of the effective classroom communication program.

3) To discover whether as a result of such training there is measurable improvement in this group of teachers' effective classroom behavior , and
4) To suggest measures for improving the human relations skill of teachers.

Methodology:

The study had a pre-test-post-test design having an experimental and control group. The sample was of 25 teachers. the tool used for the study was the index of adjustment and values (adult and junior IAV). The major findings were:

1) Teachers in the experimental group scored significantly higher then teachers in the control group on their post-test measures of self-acceptance, communication, initiating affective massages, congruence self-disclosure, they also used more democratic method.
2) Teachers in the experimental group scored significantly higher than teachers in the control group on post-test measures of self-concept, others; self-concept, self-acceptance, others' self-acceptance.

Shukla, R.P. (1985) did A study of the effect of transaction training on classroom behavior of science student teachers. The objectives of the study were:

1) To provide transaction training to a group of science student-teachers based on analysis of classroom transactions.
2) To study the significant difference on classroom behavior patterns of student-teachers between pre-test and post-test stages, and
3) To study the feasibility of transaction training in teacher-training program.

The sample consisted of 12 science student-teachers. a simple pre-test post-test single group experiment was executed. The study was organized in three phases: (i) theoretical orientation about transaction training, (ii) practice in the use of transaction categories in simulation, and (iii) practice in the use of learnt skills in a real classroom situation. For measurement of teacher behavior, observation tool based upon the analysis of classroom transactions category system developed by Roy Harrid (1975) was used. The study revealed:

1) The student-teachers trained through transaction training scored higher on teacher response positive, teacher question open, teacher direction, pupil response open, pupil response closed, pupil information and pupil question then at the pre-test stage.
2) The trainees scored lower on teacher information, teacher does not direct, silence and disruption aspects at the post-test stage then at the pre-test.
3) The trainees trained through transaction training improved their verbal teaching behavior in the classroom significantly compared to the previous behavior at pre-treatment stage.

The study highlighted that the analysis of classroom transactions technique, as a training tool as well as an assessment technique, is practicable in teacher education program. It should be used in teacher training programs with proper guidance and practice.

2.4 IMPLICATIONS OF THE RELATED LITERATURE REVIEWED

The literature related to the various correlates of teacher effectiveness shows that teacher effectiveness depends on many factors including: motivation to work, conflict management style, role-conflict, role-ambiguity, openness to difference, attitude towards teaching, adjustment, job satisfaction, values, organizational climate, verbal and non-verbal interaction, burnout, stress, empathy, socialization style, interpersonal behavior, innovativeness, democratic leadership and intelligence. The literature reveals that these factors are correlates of teacher's effectiveness and also that there is no provision in our teacher education program that emphasize on these factors.

The reviewed literature also shows that students with better emotional skills show optimism, empathy, self-confidence, better academic performance and pro-social behavior. Teacher's personality definitely affects student's academic performance and interpersonal behavior. Therefore, teachers teaching them should have better emotional skills to cultivate same in their students. This calls for an intervention program at pre-service level to enhance emotional skills of teachers.

The literature was reviewed with the purpose of understanding the nature of intervention programs and their effectiveness and feasibility. The literature shows that

there have been a few training programs in India but all of them focused on one or two variables. There is no comprehensive program available for enhancing emotional skills of teachers and especially at pre-service stage. All the above intervention program have sample less then 25 and all are pre-test post-test experimental studies, some are single group and some have both experimental and control group. These intervention programs show improvement in scores at post-test stage. The literature lacks a program where effort is put in to improve emotional maturity of student-teachers by enhancing their intrapersonal and interpersonal skills. There is a need of such program to enhance emotional maturity of student-teachers so that they are prepared to impart education in wholistic manner.