CHAPTER II

REVIEW OF RELATED LITERATURE

2.00 INTRODUCTION

The search for related literature is one of the first steps in the research process. It is a valuable guide to defining the problem, recognizing its significance and suggesting data gathering devices, appropriate study design and source of data.

“A brief summary of previous references and the writings of recognized experts provides evidence that the researcher is familiar with what is already known and with what is still unknown and untested. This helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation”. (John.W.Best and James.V.Kahn, 1992, p. 38)

Also, in the words of Koul Lokesh (1984) “The review of related literature gives the research methodology, which refers to the way the study is to be conducted. It helps the researcher to know about the tools and instruments which proved to be useful and promising in the previous study, i.e., the advantage of the related literature is also to provide insight into the statistical methods through which validity of results is to be established”. (P.89)

Hence, the investigator has tried to collect relevant information related to her topic from literature. The investigator visited a number of libraries, made use of internet and collected materials from Indian and International Research Abstracts.

The collected informations have been given under the following headings:

**Section I** : Studies related to teaching competency

**Section II** : Studies related to teaching aptitude
Section III : Studies related to personality types

Section IV : Studies related to self-concept

SECTION I

2.01 STUDIES RELATED TO TEACHING COMPETENCY

Reynolds and Margaret Patricia, Ph.D., (1995), conducted a study on Competence in initial teacher training. This study sought to investigate competence-based approaches to education and training and the appropriateness of employing professional competences for the purposes of teacher training.

Approaches to competence-based education and training are examined and three models of competence, behaviourist, process and cognitive are identified. Each model is analysed in terms of its underpinning assumptions concerning the nature of knowledge, learning and action; implications for teacher training are outlined. The cognitive model is found to differ substantially from the behaviourist and the process models. It highlights the importance for competent performance of a personal coefficient which involves a framework of personal knowledge. It is argued that the cognitive model provides a more satisfactory account, than that offered by the behaviourist or process models, of the role of knowledge in competent performance.

Government documents regarding the use of competences in teacher training are examined and linked to the competency models. It is found in the study that the approach to competence in Britain is compatible with the process model of competence. A different approach has been recommended in Northern Ireland, where a cognitive model seems to be preferred. The differences between the British and the Northern Ireland approaches appear to centre around the importance given to professional knowledge and personal factors in competence.
An analysis of the official documents indicates that there are different views of the importance of values for practice. An examination of values is undertaken and the interpretation of evaluation implied by the models of competence is explored. The behaviourist model competence is linked to an emotivist view of values, the process model to an instrumentalist view and the cognitive model to an eudaimonistic approach to values. The cognitive model seems to offer an explanation of values which explains most fully their importance for competent performance. The role of educational and professional values is discussed in relation to the eudaimonistic view of values implied by the cognitive model of competence.

The study concludes with a proposal that a programme of teacher training consistent with a cognitive model of competence, should be adopted. This would centrally concern the promotion of reflective practice in teachers and would involve the use of generic competences of practice which refer to professional knowledge, sets of general abilities and skills. Finally, a system of assessment, compatible with a cognitive model of competence is recommended.

**Dee Fink, (1999)**, conducted a study on evaluating your own teaching. This study provides ways and means to evaluate and improve one’s teaching in a paper ‘Evaluating your own teaching’.

The primary objective of this paper was to find out what one’s strengths and weakness were as a teacher and to make needed improvements. In this paper he offers a basic definition of evaluation, states a few reasons why one should invest time and effort into evaluation, describes five techniques for evaluation and identifies resources for helping us evaluate and improve one’s teaching.
Evaluation is important because as teachers we all have the potential to get better over time, needed to document the quality of one’s teaching for others and for one’s own mental and psychological satisfaction. The different techniques that were used for evaluating one’s own teaching were self-monitoring audio-tape, video-tape, information from students through questionnaires and interviews, students test results and outside observers like fellow faculty members and administrators and senior faculty members.

The thesis of this paper is that a comprehensive plan of evaluation for improvement requires all five sources of information. Each one offers a special kind of information that none of the others do. A thorough evaluation of teaching can be effective in identifying important changes that can be made. The resources that help make needed improvements are selected colleagues, books and journals, instructional development programmes, and off-campus workshops. So the only way to improve one’s teaching over time is to continuously monitor and evaluate that teaching and then use the information obtained to make needed changes.

Kim and Keying Suk, Ph.D., (1999), studied teachers’ perceptions of competencies needed for working in inclusive early childhood education programs. The purpose of this study was to determine early childhood education (ECE) and early childhood special education (ECSE) teachers’ perceptions of (a) important teacher competencies, (b) current levels of these competencies, and (c) appropriate teacher roles for working in inclusive early childhood programs. A survey using five-point Likert scales included 7 teacher competency domains, each with a set of competency statements, and 12 teacher roles needed for working in inclusive pre-school programs.

23 ECE teachers and 52 ECSE teachers in non-inclusive programs and 39 ECE teachers and 25 ECSE teachers in inclusive programs participated in this study. The
major statistical procedures to analyze the data included multivariate analyses of variance, Spearman rho rank correlation, 2x2 analysis of variance, and descriptive statistics.

The major findings of the study were as follows.

1. There were no differences among four teacher groups in the ratings of importance of the seven competency domains. (2) The ECSE teachers had significantly higher perceptions than the ECE teachers of their self-proficiency on competencies related to child development, curriculum and instruction, assessment procedures, working with other adults, and professionalism. (3) Both the ECE and ECSE teachers appeared to have the greatest need for training in competencies related to assessment procedures and working with families and other adults. (4) Teachers agreed that major roles for ECE were designing and evaluating curriculum and environment, implementing daily instruction, and working as a team member and that the major roles for ECSE teachers were communicating with families, working as a team member, and communicating and collaborating with teachers or related service personnel. (5) Compared to the ECE teachers, the ECSE teachers perceived that the information about inclusive early childhood education they had received in both pre-service and in-service education programs was significantly greater.

The results of the study suggest that there is a need for pre-service and in-service teacher education programs for both ECE and ECSE teachers that adequately address the development of competencies needed to provide effective indirect as well as direct services for young children and their families in inclusive early childhood education programmes.
Hay / Mober, (2000), conducted a study on Teacher effectiveness. The objective of the study was to provide a framework describing effective teaching. This was to be done by creating a vivid description of teacher effectiveness, based on evidence of what effective teachers do in practice at different stages in the profession. The research was empirical in nature. Data was collected from approximately 80 schools and 170 teachers on such factors as school age phase end and social background of pupils. Then also usable data was acquired on most teachers. Combining this with data from Hay gave a total of 126 teachers with high quality data. Analysis of the career history and qualifications of the teachers, their teaching skills, their professional characteristics and the climate in their classrooms was done. The programme included classroom observation, in-depth interviews, questionnaires, focus groups, as well as the collection of personal and school data. Analysis ten focused on the extent to which the teachers who exhibited higher levels of pupil achievement gain over time also exhibited higher performance on the Hay “teacher effectiveness” measures. A moderate correlation was established in considering the academic achievement data. A final sample was then agreed upon for further analysis by Hay, comprising those teachers who had pupil gains and Hay “effectiveness” competences.

The findings of the research proved that it is possible and practicable to reach broad judgments about teacher’s effectiveness based upon their pupil achievement gains as measured in a variety of ways.

1) The three main factors within teacher’s control that significantly influence pupil progress are teaching skills, professional characteristics and class room climate; 2) biometric data (information about teacher’s age, and teaching experience, additional responsibilities, qualification, career history and so on) did not predict their effectiveness as a teacher; 3) with in their classrooms effective teachers create learning
environments, which foster pupil progress by developing their teaching skills as well as a wide range of professional characteristics; 4) in classes run by effective teachers, pupils are clear about what they are doing and why they are doing it. The effective teachers very actively involved with their pupils at all times; 5) effective teachers set high expectations for the pupils and communicate them directly to the pupils. Many of the activities were led by the teacher. There was a great deal of interaction between teacher and pupils; 6) highly effective teachers managed to get well over 90% of the pupils focused on task over the course of a lesson; 7) it was found that 16 characteristics contribute to effective teaching clustered into professionalism, thinking, planning and setting expectations, leading and relating to others; 8) effective teachers use their knowledge, skills and behaviour to create effective learning environments in their classrooms; 9) there were significant correlations of climate with high expectations; time and resource management, planning and homework. Significant correlations were found between pupil progress and professional characteristics; and 10) it was also found that pupil progress is most significantly influenced by a teacher who displays both high levels of professional characteristics and good teaching skills, which led to the creation of a good classroom climate.

**Mahesar Panda, (2004),** conducted a study on Prediction of teaching competency from creativity, intelligence and teacher attitude.

The objectives of the study were

i. to establish multiple regression equation for predicting teaching competency of teacher-trainees from creativity, intelligence and teacher attitude as predictors.

ii. to find out the multiple correlation of teaching competency scores with creativity, intelligence and teacher attitude of teacher-trainees.
In this study, the sample consisted of 128 pupil-teachers of B.Ed. course in the College of Teacher Education, Bolangir of Orissa state. The following standardized tools were selected for the collection of data:

1. The General Teaching Competency Scale (GTCS) by Passi and Lalitha (1990)
2. The tests of Creative Thinking (both verbal and non-verbal) by Mehdi (1973)
3. The Culture Fair Test of Intelligence, Scale-3, Form-B by Cattell and Cattell (1973)
4. The Teacher Attitude Inventory (TAI) by Ahluwalia (1978)

To analyze the data the statistical technique used was multiple regression and correlation.

The findings of this study were:

1. The predictors i.e. creativity, intelligence and teacher attitude do not influence teaching competency with similar effect as their regression coefficients are not equal in value, rather having different magnitudes.
2. Creativity is found to affect teaching competency adversely whereas intelligence and teacher attitude are ground to increase teaching competency although the amount of contribution of teacher attitude is low.
3. Above all, multiple correlation between teaching competency and a combination of the variables of creativity, intelligence and teacher attitude of teacher-trainees is significant.

**Sukhwat Bajwa, (2005)**, conducted a study on Competency-based Teacher Training for Developing Teaching Competencies.

The objectives of this study were:
To study the effectiveness of competency-based teacher training (CBT) strategy for developing the following basic teaching competencies among pre-service teachers.

2. Performance-based teaching competence.
3. Affective-based teaching competence.
5. Managerial teaching competence

Self-prepared, competency-based teacher training strategy was used to give training to student-teachers. Basic-teaching competency training strategy was found to be better in developing cognitive-based teaching competency, Performance-based teaching competency, affective-based teaching competency, consequence-based teaching competency and managerial teaching competency.

Jeba, A. (2005), conducted a study on Teaching competency and Mental Health of Student-teachers in a District Institute of Education and Training (DIET).

The objectives of this study were:

1) to find out the gender and group differences in teaching competency and mental health status of student-teachers in DIET; and ii) to find out the relationship between teaching competency and mental health status of student-teachers in DIET.

The sample consisted of 150 men student-teachers and 150 women student-teachers of DIET, Vanaramutti, Thoothukudi district. The tools used included the Mental Health Status Scale developed by M. Abraham and K.C.B. Prasana and a Teaching Competency Assessment scale developed by the investigator. Statistical techniques like t-test and correlation were used to analyze the data.
The study revealed that mental health and teaching competency are correlated.

SECTION II

2.02 STUDIES RELATED TO TEACHING APTITUDE


The problem of this study was:

to explore the relationship between factors of teaching aptitude and teacher behaviour components which might bring to light observations helpful to teacher-educators.

The objectives of this study were:

i) to explore the classroom verbal behaviour of student-teachers through Flanders’ technique ii) to find out if there is any relationship between teacher behaviour and teaching aptitude iii) to study the relationship between various aptitude factors and different components of classroom behaviour iv) to study if there is a significant difference among teacher behaviour of teacher-trainees in different disciplines v) to compare the behaviour of student-teachers who have secured high scores in the aptitude test with those who have low aptitude scores and vi) to estimate the statistical significance of relation and draw inferences.

A random selection of 60 student-teachers undergoing the B.Ed. course at the Avinashilingam Institute for Home Science and Higher Education, Coimbatore, constituted the sample. There were 12 student-teachers from each of the five disciplines - English, history, biological sciences, physical science and mathematics - in the sample. The tools used were Flanders’ (1970) Ten Category System of Interaction
Analysis and the Teaching Aptitude Test of Thilagam. Pearson’s product-moment correlation and ‘t’ test were used in the treatment of the data.

The findings of this study were:

1) The average TTR, PTR and SCR of the sample closely followed the norms suggested by Flanders 2) Large variations occurred in TOR, TRR and PIR, TQR and PIR were much less than the norm. 3) Teacher Talk Ratio was significantly correlated with three of the teaching aptitude factors and the total teaching aptitude score. 4) There was a significant negative correlation between silence, confusion ratio and the three aptitude factors and the total aptitude score. 5) There was a significant correlation between Teaching Aptitude Score and Content Cross Ratio. 6) Two of the aptitude factors, namely, Mental Ability and General Information, were significantly correlated with CCR. 7) The English teacher talked less and responded less than the Mathematics teacher. 8) The English teacher’s instantaneous response and content emphasis also were less compared to the mathematics teacher’s. 9) A comparison of history and biological science teachers showed that there was more pupil talk in the biological science class than in the history class. 10) The teacher-pupil interaction was rather slow in the science class as, compared to history class. 11) The physical science teacher also responded less than the history teacher and the pupil-talk percentage was higher in the physical science class than the history class. 12) The high-aptitude group and the low-aptitude group differed significantly in four behaviour components. 13) Teacher Talk, Teacher Response and Content Emphasis were significantly higher in the high-aptitude group.

Jain and Smeeta, (1992), conducted a study of creativity in relation to the teaching aptitude, skills and personality variables of pupil teachers.
This study attempts to make a detailed inquiry of the factors such as pupil teacher’s creativity and its relation to their teaching aptitude, teaching skills and personality variables that may reveal useful and new facts which may have a direct influence on the teacher’s ability of creativity.

The objectives of this study were i) to determine the personality profiles of creative teachers ii) to investigate the relationship of creativity with the teaching aptitude, skills and personality variables of pupil-teachers and its impact on their classroom creativity iii) to find out the difference between high and low creativity pupil-teachers in the context of their teaching aptitude, skills and personality variables and iv) to indicate the desirable changes in the teacher education programme to promote creativity.

Two hundred and eighty pupil-teachers from two colleges, i.e., University College of Education, Nagpur, and P.P. College of Education, Gondia, formed the sample of the study. The tools used were Torrance Test of Creative Thinking (Verbal form A) by E.P. Torrance, Classroom Creativity Observation Schedule by Denny, Cattell’s Sixteen Personality Factors Questionnaire, Teaching Aptitude Test by Prakash and Srivastava and the Microteaching Techniques and Observation Schedule prepared by the researcher. Mean, SD, coefficient of correlation and ‘t’ test were used for the purpose of analysis of data.

The findings of this study were:

i) Positive and highly significant correlation was found between creativity and classroom creativity, teaching aptitude and teaching skills ii) Out of the sixteen personality factors, positive and highly significant relationship was found with factors C, G and Q1 and low but positive correlation was found with factor E. iii) Positive and
highly significant relationship was found between factor $Q_1$ and classroom activity. iv) Low but positive and significant relationship was found between teachers’ classroom activity and teaching aptitude. v) There existed mean differences in the case of all the teaching skills of high and low groups of pupil-teachers (formed on the basis of classroom creativity), but these were not statistically significant. [GPK 1694]

**Layfield and Kenneth Edward, Ed.D., (1997)**, conducted a study on Grade Point Average, Scholastic Aptitude Test scorers, race, and gender as predictors of pre-service teachers’ scores on four subsections of the National Teacher Examination.

This study used a stepwise multiple regression analysis to identify influence variables which would predict pre-service teachers’ scores on NTE assessments. Predictor variables included SAT-Verbal scores, SAT-Mathematical scores, grade point average, race, and gender.

Five influence variables were utilized to determine if one or more could serve to adequately predict pre-service teachers’ scores on the three core battery NTE assessments and the particular speciality area if one existed at the time the teacher candidate was hired during the 1992-93 school year. All teachers hired in Maryland’s twenty-four public school systems who attended one of eight University of Maryland system schools were part of this research study’s population ($n=421$) and were considered for this study.

The SAT-Verbal score proved to be the most powerful indicator variable for predicting scores on the three NTE core battery assessments. It was also the single best predictor for score served as the best predictor for the mathematics speciality area assessment.
NTE scores on the communication skills and general knowledge skills subsections of the core battery assessment can be predicted to a high degree by the SAT test. This suggested that any additional information yielded by the requirement that pre-service teachers be required to take the NTE communication skills and general knowledge skills portions of the core battery assessments is redundant.

**Verma B.P. and Mishra R.K., (2002),** conducted a study on Cognitive and Metacognitive aspects of Learning styles of Prospective Secondary Teachers in relation to Teaching Aptitude and Self-esteem.

The objectives of this study were:

- to ascertain the main and interaction effects of teaching aptitude and self-esteem on cognitive and meta-cognitive strategies of learning of prospective secondary teachers.

The sample consisted of 387 subjects selected randomly from the four teacher education institutions of Himachal Pradesh. The tools used were Inventory of Learning Styles, Teaching Aptitude Test in Hindi and Self-esteem Scale. Statistical technique-ANOVA was used to analyze the data.

The findings of this study were:

- ii) No interaction effect of the two variables was found on any cognitive and meta-cognitive strategy of learning. The study cites 37 references.
SECTION III

2.03 STUDIES RELATED TO PERSONALITY TYPES

Raina, V.K., (1990), conducted a study on Personality Characteristics of Graduate Student-teachers: Does specialization make a difference?

This study attempts to assess the personality factors of graduate students, and to see if there are any differences in the personality factors of student-teachers belonging to different teaching fields.

The objectives of this study were:

  i) to study the pertinent personality factors of graduate student-teachers and ii) to ascertain whether there is any significant personality factor of student-teachers belonging to different teaching fields, viz, science, arts and commerce.

The sample consisted of 180 graduate student-teachers – 60 each specializing in the teaching of science, arts and commerce from the four teacher training colleges of Ajmer District in Rajasthan. The researcher used Cattell’s Sixteen Personality Factors Questionnaire (16PF) to collect data. Analysis of variance was used while treating the data.

The findings of this study were:

  i) Student-teachers, by and large, differed considerably on the 16 PF test ii) The factor pattern for the science student-teachers suggested a picture of marked creativity. 3) The arts student-teachers were found to be warm-hearted, ready to cooperate, and prepared to go long with the current. 4) They enjoyed social recognition. 4) The commerce student-teachers were affected by feelings, were humble, suspicious, adventurous, responsive, genial and carefree.
Krishnegowda, B., (1991), conducted a study on impact of hemispherical dominance, personality types and risk-taking behaviour of B.Ed. students on their creativity.

The study aims at finding out the impact of hemispherical dominance, personality types and risk-taking behaviour of B.Ed. students on their creativity.

The objectives of this study were:

i) to study whether the differences in hemispherical dominance of B.Ed. students of Bangalore city would account for the significant difference in their level of verbal, non-verbal and total creativity. ii) to study whether the difference in personality types of B.Ed. students of Bangalore city would result in the differences in their level of verbal, nonverbal and total creativity iii) to study whether the differences in risk-taking behaviour of B.Ed. students of Bangalore city would result in the differences in their level of verbal, non-verbal and total creativity iv) to find out an interaction effect, if any, between all the pairs of independent variables on the one hand and all the independent variables on the creativity of B.Ed. students on the other hand, and v) to provide suitable suggestions to the promotion of the creativity of B.Ed. students of Bangalore city and to give appropriate recommendations for further research in this area.

Two hundred and fifteen B.Ed. students from 11 B.Ed. colleges formed the sample of the study. The tools used were verbal and non-verbal Tests of Creative Thinking by Baqer Mehti, a Style of Learning and Thinking (SOLAT) Youth Formed by E.P. Torrance, Introversion-Extroversion Inventory by Kundu, Verbal Measure of Risk-taking by Chaubey, and Description of Tests of Creative Thinking by Baqer Mehti.
The findings of this study were:

i) There was no significant difference in the levels of total creativity of B.Ed. students belonging to high, moderate and low risk-taking groups. ii) There was a significant difference in the levels of total creativity of B.Ed. students belonging to the left, right and integrated hemispherical dominance groups. iii) There was a significant difference in the levels of total creativity B.Ed. students belonging to the introversion, extroversion and ambiversion groups. iv) There was a significant interaction effect of the levels of risk-taking and hemispherical dominance of B.Ed. students on their total creativity. v) There was a significant interaction effect of the levels of risk-taking and personality types of B.Ed. students on their total creativity. vi) There was no significant interaction effect of the levels of hemispherical dominance and personality types of B.Ed. students on their total creativity. vii) There was no significant interaction effect of the levels of risk-taking, hemispherical dominance and personality types of B.Ed. students on their total creativity.

Desai and Susheela, S., (1992), conducted a study on Interactive effect of sources of feedback and student-teacher personality on student-teacher competence.

The study is undertaken to determine the interactive effect of sources of feedback and student-teachers’ personality on student-teacher competence, controlling the intelligence as a co-variate.

The objectives of this study were:

i) to compare the teaching competency of student-teachers in the audio and supervisory groups ii) to compare the teaching competence of high and low extrovert student-teachers iii) to assess the differential effectiveness of audio feedback on high and low extrovert student-teachers iv) to find out the interactive effect of source of
feedback and student-teacher neurotic personality on student-teacher competence, and
v) to find out the interactive effect of sources of feedback and student-teacher extrovert
personality on student-teacher competency.

The study had a 2x2 factorial experimental design with intelligence as the co-
variate. The sample of the study involved 32 male student-teachers from a College of
Education in Bijapur. The tools of the study were Eysenck’s Personality Inventory
translated into Kannada to measure student-teacher personality, Raven’s standard
Progressive Matrices to measure intelligence (the co-variate), NCERT’s Teacher
Assessment Battery to assess teacher competence and Passi’s Feedback Observation
Tools of Occurrence Scheduled and Rating Scale (suitably modified) for each skill.
The collected data were treated with mean, SD and ANOVA.

The findings of this study were:

1) Student-teacher personality factors of neuroticism and extroversion were not
related to either student-teacher’s acquisition of teaching competence or competence in
each of the four skills. 2) Supervisory feedback was more effective than audio
feedback in facilitating student-teacher’s acquisition of both teaching competence and
individual skill competence. 3) Although interaction was not significant, the trend of
the relationship lent support to the hypothesis that low neurotic students would perform
better under audio and high neurotic students would perform better under supervisory
feedback.

Wills and Cora Deanne, Ph.D., (1996), conducted an investigation of personality
variables that discriminate between succeeding and non-succeeding disadvantaged
college students.
The purpose of this study was to determine if significant personality variables that effectively discriminate between disadvantaged college students who are succeeding and those who are not succeeding could be identified. This study investigated differences between disadvantaged college students who were succeeding and those who were not succeeding with respect to the following personality variables: self-concept, locus of control, introversion-extroversion, and achievement motivation.

The participants were 26 sophomores, 17 juniors and one senior, from Berea College, who were required to enroll in, and had completed remedial English 015-016, Maths 010-011, or all, thus defining these students as academically disadvantaged. Participants were classified as succeeding (G.P.A. of 2.65 and above on a 4.0 scale) or not succeeding (G. P.A. of 2.60 and below on a 4.0 scale) based on their cumulative G.P.A. at the end of the last academic semester completed. Personality instruments utilized in this study included the Coopersmith Self-esteem Inventory (Adult Form), Rotter Internal External Locus of Control Scale, The Eysenck personality Inventory (extroversion-introversion scale), and the Edwards Personal Preference Schedule (EPPS) (achievement motivation scale).

Results of the multiple discriminant analysis indicated that none of the four personality variables: self-concept, locus of control, introversion-extroversion, or achievement motivation significantly discriminated between those disadvantaged college students who were succeeding and those who were not succeeding. These results are not consistent with previous research findings that have repeatedly found a positive correlation between these personality variables and academic achievement.

Huang and Suyun, Ph.D., (1999), conducted a study on the effect of family environment, personality, and self-efficacy on career indecision of college students.
The study was designed to investigate the utility of Lent, Brown, and Hackett’s (1994) social cognitive theory to the understanding of career indecision. The purpose of the study was to test a casual model of environment and personal factors that incorporated key elements of social cognitive theory to career indecision of college students. By means of a structural equation model, hypotheses regarding specific direct and indirect influences among family environment constructs (i.e. family relationship, family structure), personality constructs (i.e., neuroticism, extroversion, openness, agreeableness, conscientiousness), self-efficacy constructs (i.e., technical-scientific self-efficacy, aesthetic self-efficacy), and career indecision constructs (chronic indecision, developmental indecision, global indecision) were investigated.

The sample included 268 university student participants who declare major undecided. Data were collected from major undecided students residing in the Midwest University. Cause-effect relations were analyzed for the entire sample and the male and female samples, by the method of the structural equation model using LISREL 8 to test direct and indirect effects of model variables.

Gender differences were found related to self-efficacy constructs as mediating the relation of family environment and personality to career indecision. Women reported no significant effect of family environment on career indecision directly and indirectly through self-efficacy. They reported a significant effect of personality on career indecision directly and indirectly through self-efficacy. Men reported a significant effect of family environment and personality on career indecision directly and indirectly through self-efficacy. Aesthetic self-efficacy was considered as an important cognitive factor mediating the women’s educational and occupational choice behaviours. Technical-scientific self-efficacy was an important cognitive factor mediating the educational and occupational choice behaviors of men. Implication and
further research for the relations among family environment, personality, self-efficacy and career indecision were discussed

**Benware and Jeffrey Michael, Ph.D., (2002),** conducted a study on the role of personality traits in a cognitive-developmental model of moral reasoning.

The purpose of this investigation was to explore the potential connections between personality traits and the development and application of moral reasoning.

A total of 215 students (159 females, 56 males) from the University of Houston participated in the study. All participants were evaluated on each of the five factor domains (Neuroticism, Extroversion, Openness to Experience, Conscientiousness, and Agreeableness) as well as on their level of moral development and preferred reasoning strategies. A hierarchical regression analysis was employed to attempt to elucidate the role of personality on moral thought.

The first research question addressed was the degree to which personality traits from the Five-Factor-Model could account for the variance in moral development. It was found that the Five-Factor-Model accounted for a greater amount of variance in the prediction of moral development than the developmental covariates age and level of education. Both the personality domains Openness to Experience and Conscientiousness accounted for a significant proportion of the variance in moral development.

The second research question addressed in the project was the extent to which the Five-Factor Model could explain the variance in the consistency between moral development and the application of elevated levels of justice based moral reasoning. The personality domain Conscientiousness was found to be influential in predicting the uniformity between moral development and preferred reasoning strategy.
Ong and Lee Za, Ph.D., (2005), conducted a study on the ethical orientation and personality types of students in rehabilitation counseling and services.

The ethical orientations of a sample of doctoral, master’s, and undergraduate students in rehabilitation counseling and services were examined, based on the Van Hoose and Paradise (1979) developmental model of ethical orientation. The purpose was fourfold: a) to identify predominant profiles of ethical orientation among the students; b) to determine whether students at higher levels of training tended to have more highly developed ethical orientations; c) to investigate relationships between ethical orientations and personality styles; and d) to obtain suggestions to improve ethics instruction.

Overall, the sample exhibited a modal ethical orientation at the Individual level, the second most advanced orientation, with ethical decisions influenced primarily by the needs of the individual client. Cluster analysis resulted in the identification of four student clusters, which appeared to indicate different developmental levels of ethical orientation. The cluster that appeared most advanced developmentally had a moral orientation at the individual level, followed by the principle and societal orientations, and this cluster included half of the doctoral students in the sample. The second highest ranked cluster had a moral individual orientation, followed by societal and then principle orientations. The third highest ranked had a moral individual orientation followed by societal and then institutional orientations. Finally, the lowest ranked cluster had a moral institutional orientation, the second least advanced orientation, followed by individual and then societal orientations, and this cluster had the lowest percentage of doctoral students among the four clusters. A significant association was not found between ethical orientation cluster membership and educational level, as expected on the basis of the developmental model. In addition, no evidence was found
to document a relationship between ethical orientation and personality style, as measured by NEO-FFI domain scores.

Responding students made a number of suggestions for improving ethics instruction, indicating that the use of case studies, didactic training in ethics, practicum and internship experiences, and group discussions were among the most helpful of their instructional experiences. Further, they suggested the use of role play, group projections in exploring ethical issues, and self awareness activities to improve ethics instruction.

**Dr. A. Selvaraj Gnanguru and M. Suresh Kumar, (2008),** conducted a study of under, normal and over-achieving B.Ed. students’ home environment and their personality types.

The objectives of the study were:

1. to study the home environment of over achievers, normal achievers and under achievers.
2. to study the personality types of over achievers, normal achievers and under achievers.
3. to study the significance of the difference among the under, normal and over achieving B.Ed. students with respect to their home environment and their personality types.

The sample for the present study consisted of 892 randomly selected B.Ed. students from the B.Ed. colleges in Cuddalore and Nagappattinam Districts of Tamil Nadu state. The sample included 252 under achievers (28.3%), 460 normal achievers (51.6%) and 180 over achievers (20.2%). The under, normal and over achievers were identified with the help of regression equation (intelligent score and achievement score).
1. The investigator used the following tools for the study:

2. Group Test of Intelligence by Nair and Anandavalliamma (1976)

3. Achievement Test for B.Ed. students constructed by the investigators (2006)


5. Extroversion-Introversion Inventory by V.S. Shanthamani and A. Hafeez (1992)

The investigators used the following statistical techniques to analyze the data:

1. Descriptive analysis - Mean and standard deviation

2. Differential analysis - ‘t’ test

The findings of the study were:

1. The normal and over achievers are having satisfactory home environment but the under achievers are having below average level of home environment.

2. The normal and over achievers are having extrovert type of personality but the under achievers are having introvert type of personality.

3. There is significant difference among under, normal and over achieving B.Ed. students in their home environment and their personality types.

SECTION IV

2.04 STUDIES RELATED TO SELF-CONCEPT

Ganapathy, S., (1992), conducted a study on the self-concept of student teachers and their attitude towards the teaching profession.

It is an attempt to study the self-concept of student-teachers and their attitude towards the teaching profession.

The objectives of the study were:
i) to measure the attitude of student-teachers towards the teaching profession and assess their self-concept ii) to find out the relationship between the self-concept of student-teachers and their attitude towards teaching and iii) to find out the relationship between the self-concept of student-teachers and their attitude towards teaching.

The sample of the study constituted 723 student-teachers from nine selected colleges of education in Tamil Nadu. The Tamil version of the Teacher Attitude Inventory (TAI) by Ahluwalia and the Self-concept Scale by Mukta Rani Rastogi were used. The statistical techniques used included ‘t’ test and Pearson’s product-moment correlation.

The findings were:

1) Both male and female student-teachers had a favourable attitude towards the teaching profession. 2) Both male and female student-teachers had a positive self-concept, and it was related to their attitude towards the teaching profession.

Powers and Robert Wesley, (1993), studied the relation of self-concept to the need for and receipt of social supporting during stressful encounter.

Simultaneous multiple regression analyses were used to examine the relation between several self-concept variables (e.g. aggression, abasement and gender role) and the need for and receipt of overall social support and two subtypes of social support (i.e. acceptance and belonging.)

The sample consisted of 155 undergraduate students at a large mid western university. They provided self-reports on their self-concept and the need for and receipt of social support while preparing for a college examination.

The objectives of the study were:
i. to study the relationship between how individuals view themselves and their need for and reception of social support during a stressful encounter.

ii. to examine the relationship between several self-concept variables and the need for and receipt of overall social support and two subtypes of social support.

The findings of the study were:

1. Gender-role, self-concept, aggression, abasement and change were found to be significant predictors of women’s need for and receipt of social support.

2. Findings for men were tentative. Dominance and abasement appeared to be important factors in men’s need for and receipt of social support.


The purpose of the study was to investigate the relationships between global self-concept, academic self-concept and college academic achievement for multicultural college women receiving the Educational Opportunity Fund (EOF) grant.

The sample consisted of 120 (56 African-American, 12 Asian-American, 33 Latin-American and 19 white) volunteers (out of a population of 258).

The tools used in the study were Tennessee Self-concept Scale and Academic Self-concept Scale and Non-cognitive Questionnaire (Revised).

The findings were:

1. When racial and ethnic groups are evaluated within the context of a successful EOF program for college women there are no significant differences in Self-concept for both global and academic self-concept.
2. When non-traditional college women receive comparable support for personal and academic success, significant differences in GPA between and among specific ethnic and racial subgroups may be minimized.

3. The relationship between self-concept and GPA was similar for all racial and ethnic groups in this study, global self-concept was positively but not significantly correlated with GPA and academic self-concept had a significant, positive relationship with GPA.

Evans Zina La’Trice, Ph.D., (1998), conducted a study on self-concept development in black women college students.

This study was designed to assess differences in self-concept development among three groups of African-American women college students (those who persisted, those who transferred and those who dropped out) across three time periods (the first three years of college). The analysis was based on students’ 1980 pre-college characteristics, social involvement, academic involvement and institutional climate. All students in the sample attended the same large, predominantly white, four-year research institution. Several methods of analysis were used: factor analysis, cross-tabulations, multiple regression, and multivariate analysis of variance (MANOVA).

The factor analysis found three distinct measures of self-concept: academic self-concept, social self-concept and other or integrated self-concept. Given the exploratory nature of this study the significant level for the step-wise regression was tested at the .01 level. The analysis revealed that of the pre-college characteristics high school grades and educational aspirations each had a statistically significant relationship with two or more of the self-concept variables. Of the involvement and institutional climate variables, involvement with course work, faculty, staff and advisors consistently proved
significant for each of the three factors of self-concept, while involvement with peers, spoken communication, time spent studying and study methods each had a statistically significant relationship with two or more of the self-concept variables.

The three individual MANOVAs for academic, social and other self-concept each revealed a non-significant main effect for group, a significant main effect for time, and a non-significant interaction effect. Significance was tested at the .05 level. These finding indicated that participants in the study experienced change in self-concept at different time periods (time 1, time 2 or time 3) during the analysis but this change was not distinguishable based on which group (persisters, transfers, drop outs) a participant was in.


The purpose of this study was to develop a predictive model for satisfaction of adult learners enrolled in a web-based distance education course and intent on participating in other web-based distance education courses. Implicit in this purpose was an examination of the relationships between and among the personal and experiential variables which are potential predictors. Personal variables examined include: age, gender, computer self-efficacy, academic self-concept, and academic status (e.g. undergraduate, graduate, and continuing education student). Experiential variables examined include: years of computer use, frequency of computer use per week, computer training, internet experience in a class, and participation in a workshop for a web-based distance education course.
The subjects (n = 235) of this study were adult learners who were currently taking a web-based distance education course from five universities. The instrument used in this study consisted of four sections: Background Information, Attitude toward Computers (Computer Self-efficacy Scale), Reaction to Web-based Distance Education Courses, and Academic Self-concept Scale.

Predictive models for satisfaction (p<.001) and future participation (p=.003) of adult learners in web-based distance education were developed based on the results of multiple regression analyses. Further analyses were performed to investigate the relationship between and among predictor variables and criterion variables. Computer self-efficacy was the only predictor variable which was statistically significant in both predictive models. This study also demonstrated a positive relationship between the adult learners’ satisfaction with their web-based distance education courses and their intent to participate in additional web-based distance education courses.

**Meyer, Amie Michelle, Ph.D., (2002),** conducted a study on Reading self-concept: Examining the impact of participation in Reading Recovery on the Reading self-concept of first-grade students.

This study examined the impact of the Reading Recovery program on the reading self-concept of first grade students. It specifically investigated whether the self-concept of the Reading Recovery students changed from beginning to end of the early intervention program. A group of average readers served as the comparison group, as they received the regular classroom reading instruction. While there has been a significant amount of outcome research concerning the Reading Recovery program, little is known about students’ reading self-concept and how it is impacted by their participation in the program. The study examined whether their performance on the Early Reading Screening Instrument changed as a result of the Reading Recovery
program. The participants were 52 first grade students (27 Reading Recovery students and 25 average readers) from a large northern suburban school district. Data was gathered from both groups of students prior to the start of the Reading Recovery program and again at the completion of the program. Results indicated that there was not any significant increase in the reading self-concept of the Reading Recovery students after participating in the program. Both groups demonstrated a similar reading self-concept profile throughout the study, displaying a positive attitude towards reading, fairly strong feelings of reading competence and feelings that reading is difficult. Results of the Early Reading Screening Instrument demonstrated a significant increase in regardless of group or time. There was not any significant change in reading self-concept. Qualitative findings (based on responses generated by the Reading Interview) suggested that students demonstrated an increase in the amount of reading strategies they verbalized from the pre to post-test. The specific case studies of various students were described in detail across all three measures. Future research should examine the alignment of reading competency and reading difficulty as children become older. It is equally important to further explore approaches that can be incorporated into specific academic interventions that will enhance the affective domain. Implications for School Psychology include the reciprocal relationship between academic performance and self-concept in specific academic areas as well as developing more appropriate and specialized support for struggling students.


The objectives of this study were:

i) to find out the level of self-concept of B.Ed. trainees, ii) to find out, if any, the significant difference in the self-concept of the B.Ed. trainees in terms of their sex,
community, locality and optional subject they studied viz., Bio-science (BS), Physical Science (PS), Mathematics (Maths), Economics (Eco.) and English (Eng.).

The sample consisted of 96 student-teachers of Dr. Sivanthi Aditanar College of Education, Tiruchendur. The Multidimensional Personality Inventory designed by Manju Rani Agarwal was used to collect data. From the six personality dimensions, the dimension of self-concept was selected for the study. The data collected from the B.Ed. trainees were analyzed using ‘t’ test.

The findings were:

The self-concept of B.Ed. trainees was above the average i.e. high self-concept. There was no significant difference in the self-concept of the respondents in terms of their sex, community, locality and optional studies.

Kharlukhi, (2005), conducted a study on self-concept in relation to some selected personality variables among teacher trainees in Meghalaya.

The objectives of this study were:

i) to find out the self-concept and personality of teacher trainees in relation to sex, community and locale; and ii) to study the relationship of self-concept with personality.

For the study all the elementary and secondary level TT admitted in the different training institutions in Meghalaya were taken into account. A respective sample of the population was drawn by adopting the stratified random sampling technique, the strata being the different levels of TT. For analysis of the data mean, standard deviation and t-values were used.

The findings were:
i) The level of self-concept of the teacher trainees for each dimension was noted: the highest percentage (77.50%) of the high level category was found to be in SCD-E (moral), the highest percentage (89.69%) of the average level category was found to be in SCD-F (intellectual). There was a significant difference between the means of male and female teacher trainees in SCD of physical, social and moral. ii) The level of the scores in each primary personality factors (PPF) was found out: the highest percentage (49.53%) of the teacher trainees were assertive, aggressive, stubborn.

R. Sahaya Mary and Fr. J. Paul, Ph.D., (2005), conducted a study on the self-concept of integrated course students in Pondicherry.

The objectives of the study were:

1. To find out the self-concept of the students studying the integrated course.

2. To find out the difference between the self-concept of
   a. Boys and girls
   b. The students according to type of family and size of the family
   c. Hostellers and day-scholars
   d. Arts and science students
   e. The students according to parental income (Income ratio is fixed on the basis of ration cards)

**Hypotheses:**

1. a. The students’ self-concept is high.

   b. The students’ self-concept in each dimension is also high.
2. Boys and girls differ significantly in their self-concept.

3. Day-scholars and hostllers differ significantly in their self-concept.

4. Students from joint families and nuclear families differ significantly in their self-concept.

5. Students from large families and small families differ significantly in their self-concept.

6. Science students and arts students differ significantly in their self-concept.

7. There is significant difference in self-concept among the students according to their family income.

The population of the study comprised the integrated students of a teacher training college located in Pondicherry. The sample consisted of 170 students of which 50 were boys and 120 were girls. The sample was selected by using the random sampling technique. It is a four years course viz. B.Sc., B.Ed. (Mathematics and computer science), B.A., B.Ed. (English), B.Com., B.Ed. (Commerce). Mathematics and Computer Science students were considered science students. English and Commerce students were considered arts students.

For collection of data the following tools were used

1. A personal data sheet constructed by the investigator.

2. Self-concept inventory [Dr. Rajkumar Saraswat (1984)]. It consists of 48 items pertaining to various factors (Physical, social, temperamental, educational, moral and intellectual).

The findings were:

1. a. The students’ self-concept is above average.
b. The students’ self-concept in each dimension is also above average.

2. Boys and girls do not differ significantly in their self-concept.

3. Students among day-scholars and hostellers differ significantly in their self-concept.

4. Students from joint and nuclear families do not differ significantly in their self-concept.

5. Students from large and small families do not differ significantly in their self-concept.

2.05 CRITICAL REVIEW

Review of research studies and literature pertaining to the problem under investigation is of fundamental importance to provide insight into the problem, broaden the general concepts and principles and sharpen understanding. In this study also, the investigator collected a bulk of material related to the area of investigation. After a very careful perusal of the collected material, the investigator identified some studies which are related to the chosen area to some extent.

The related studies helped the investigator in formulating hypotheses, objectives, developing tools and dimensions of tools, selecting the methods and statistical techniques required for the analysis of data, etc., related to the topic in hand.

A thorough analysis of the native and foreign studies revealed that there are some factors common irrespective of the culture related to the variables.

The review of literature here shows that there are a few studies on teaching competency (Reynolds and Margaret Patricia, 1995; Dee Fink, 1999; Kim and Keying Suk, 1999; Sukhwat Bajwa, 2005) and its related topic, teacher effectiveness (Dee Fink,
1999; Hay/Mober, 2000). A few studies have tried to analyse the impact of teaching competency on the pupils’ creativity, intelligence, teacher attitude and mental health. (Mahesar Panda, 2004; Jeba, A., 2005).

From the analysis of the studies, it is clear that the present study stands distinctly different from other studies conducted so far. The personality factor like teaching aptitude on teaching competency of D.T.Ed. students was not studied in most of the cases.

Hence the investigation tries to examine the teaching competency of D.T.Ed. students with eight dimensions. It also tries to investigate the significant relationship between teaching competency and personality factors like self-concept, personality types i) Introversion ii) Extroversion and teaching aptitude. Further it aims at finding out low, average, and high level students on the basis of eight dimensions and to correlate with the background variables.

Thus the present investigation is not only an in-depth study but also a unique one in nature.