CHAPTER V
FINDINGS, INTERPRETATIONS CONCLUSION
AND SUGGESTIONS
FINDINGS
5.1. PERSONALITY OF PROSPECTIVE TEACHERS

1.1 Level of personality dimensions of prospective teachers
a) 16.30% of the prospective teachers have low, 75.80% of them have moderate and 7.90% of them have high level of perfectionism.
b) 19.50% of the prospective teachers have low, 66.90% of them have moderate and 13.70% of them have high level of conscientiousness.
c) 17.30% of the prospective teachers have low, 74.90% of them have moderate and 7.80% of them have high level of self-reliance.
d) 23.20% of the prospective teachers have low, 65.20% of them have moderate and 11.60% of them have high level of adjustment.
e) 17.40% of the prospective teachers have low, 68.50% of them have moderate and 14.10% of them have high level of self-concept.

1.2 Level of personality traits of male and female prospective teachers
a) 16.10% of the male prospective teachers have low, 66.90% of them have moderate and 17.00% of them have high level of perfectionism. 16.40% of female prospective teachers have low, 75.80% of them have moderate and 7.80% of them have high level of perfectionism.
b) 17.70% of the male prospective teachers have low, 66.60% of them have moderate and 15.70% of them have high level of conscientiousness. 15.80% of female prospective teachers have low, 71.30% of them have moderate and 12.90% of them have high level of conscientiousness.
c) 20.70% of the male prospective teachers have low, 70.20% of them have moderate and 9.20% of them have high level of self-reliance. 16% of female prospective teachers have low, 76.60% of them have moderate and 7.30% of them have high level of self-reliance.

d) 17.70% of the male prospective teachers have low, 62.60% of them have moderate and 19.70% of them have high level of adjustment. 21.30% of female prospective teachers have low, 68.30% of them have moderate and 13.70% of them have high level of adjustment.

e) 16.10% of the male prospective teachers have low, 68.90% of them have moderate and 15.10% of them have high level of self-concept. 18.00% of female prospective teachers have low, 68.30% of them have moderate and 13.70% of them have high level of self-concept.

1.3. There is no significant difference between male and female prospective teachers in their personality traits such as perfectionism, conscientiousness, self-reliance and self-concept. But there is significant difference between male and female prospective teachers in their adjustment. While comparing the mean scores of male and female prospective teachers, female prospective teachers are better in their adjustment.

1.4. There is no significant difference between urban and rural the prospective teachers in their personality traits such as perfectionism, conscientiousness, self-reliance and self-concept. But there is significant difference between urban and rural the prospective teachers in their adjustment. While comparing the mean scores of urban and rural prospective teachers, rural prospective teachers are better in their adjustment.
1.5. There is no significant difference between day scholars and hosteller prospective teachers in their personality traits such as perfectionism, conscientiousness and adjustment. But there is significant difference between day scholars and hosteller prospective teachers in their personality traits such as self-reliance and self-concept.

While comparing the mean scores of day scholars and hosteller prospective teachers, hostel prospective teachers are better in their self-reliance.

While comparing the mean scores of day scholars and hosteller prospective teachers, hostel prospective teachers are better in their self-concept.

1.6. There is no significant difference between married and unmarried prospective teachers in their personality traits such as perfectionism, conscientiousness and self-reliance. But there is significant difference between married and unmarried prospective teacher’s personality traits such as adjustment and self-concept.

While comparing the mean scores of married and unmarried prospective teachers, married prospective teachers are better in their adjustment.

While comparing the mean scores of married and unmarried prospective teachers, unmarried prospective teachers are better in their self-concept.

1.7. There is no significant difference between UG and PG prospective teachers in their personality traits such as perfectionism, conscientiousness and self-reliance. But, there is significant difference between UG and PG prospective teachers in their personality traits such as adjustment and self-concept.
While comparing the mean scores of UG and PG prospective teachers, PG prospective teachers are better in their adjustment.
While comparing the mean scores of UG and PG prospective teachers, UG prospective teachers are better in their adjustment.

1.8. There is significant difference between prospective teachers with computer skills and without computer skills in their personality traits such as perfectionism, conscientiousness, self-reliance, adjustment and self-concept.
While comparing the mean scores of prospective teachers with computer skills and without computer skills, prospective teachers with computer skills are better in their perfectionism.
While comparing the mean scores of prospective teachers with computer skills and without computer skills, prospective teachers with computer skills are better in their conscientiousness.
While comparing the mean scores of prospective teachers with computer skills and without computer skills, prospective teachers with computer skills are better in their self-reliance.
While comparing the mean scores of prospective teachers with computer skills and without computer skills, prospective teachers with computer skills are better in their adjustment.
While comparing the mean scores of prospective teachers with computer skills and without computer skills, prospective teachers with computer skills are better in their self-concept.

1.9 There is significant difference between prospective teachers with browsing experience and without browsing experience in their personality traits such as perfectionism, conscientiousness, self-reliance, adjustment and self-concept.
While comparing the mean scores of prospective teachers with browsing experience and without browsing experience, prospective teachers with browsing experience are better in their perfectionism.

While comparing the mean scores of prospective teachers with browsing experience and without browsing experience, prospective teachers with browsing experience are better in their conscientiousness.

While comparing the mean scores of prospective teachers with browsing experience and without browsing experience, prospective teachers with browsing experience are better in their self-reliance.

While comparing the mean scores of prospective teachers with browsing experience and without browsing experience, prospective teachers with browsing experience are better in their adjustment.

While comparing the mean scores of prospective teachers with browsing experience and without browsing experience, prospective teachers with browsing experience are better in their self-concept.

1.10. There is no significant difference among OC, BC, MBC and SC/ST prospective teachers in their conscientiousness, self-reliance, adjustment and self-concept. But there is significant difference among OC, BC, MBC and SC/ST prospective teachers in their perfectionism.

While comparing the mean scores of OC, BC, MBC and SC/ST prospective teachers in their perfectionism, BC prospective teachers are better than OC, MBC and SC/ST prospective teachers.

1.11. There is no significant difference among Hindu, Christian and Muslim prospective teachers of their perfectionism, conscientiousness, self-reliance and self-concept. But there is significant difference among Hindu, Christian and Muslim prospective teachers in their adjustment.
While comparing the mean scores of Hindu, Christian and Muslim prospective teachers in their adjustment, Muslim prospective teachers are better than Hindu and Christian prospective teachers.

**1.12.** There is no significant difference among male, female and co-education college prospective teachers in their perfectionism, conscientiousness and self-reliance. But there is significant difference among the prospective teachers of government-aided, autonomous and self-financing colleges of education in their adjustment and self-concept.

While comparing the mean scores of government-aided, autonomous and self-financing colleges’ prospective teachers in their adjustment, prospective teachers of government-aided colleges are better than prospective teachers of autonomous and self-financing colleges.

While comparing the mean scores of government-aided, autonomous and self-financing colleges’ prospective teachers in their self-concept, prospective teachers of autonomous colleges of education are better than government-aided and self-financing colleges.

**1.13.** There is no significant difference among the prospective teachers of government-aided, autonomous and self-financing colleges of education in their perfectionism, conscientiousness, self-reliance, adjustment and self-concept.

**1.14.** There is no significant difference among prospective teachers of Kanyakumari, Tirunelveli and Thoothukudi districts in their perfectionism, conscientiousness, adjustment and self-concept. But, there is significant difference among Kanyakumari, Tirunelveli and Thoothukudi district’s prospective teachers in their self-reliance.
While comparing the mean scores of prospective teachers of Kanyakumari, Tirunelveli and Thoothukudi districts in their self-reliance, prospective teachers of Thoothukudi district are better than prospective teachers of Kanyakumari and Tirunelveli districts.

1.15. There is no significant difference among prospective teachers having Tamil, English, Mathematics, Physical science Biological science, Computer science, History, Economics and Commerce as optional 1 subject in their conscientiousness, self-reliance, adjustment and self-concept. But there is significant difference among prospective teachers having Tamil, English, Mathematics, Physical science Biological science, Computer science, History, Economics and Commerce as optional 1 subject in their perfectionism.

While comparing the mean scores of prospective teachers having Tamil, English, Mathematics, Physical science, Biological science, Computer science, History, Economics and Commerce as optional 1 subject and their perfectionism, prospective teachers having Tamil as optional 1 subject are better than prospective teachers having English, Mathematics, Physical science Biological science, Computer science, History, Economics and Commerce as optional 1 subject.

1.16. There is no significant association between the age level of prospective teachers and their personality traits such as perfectionism, conscientiousness, self-reliance, adjustment and self-concept.

1.17. There is no significant association between educational qualification of fathers of prospective teachers and their conscientiousness and adjustment. But there is significant association between the age level of prospective teachers and their perfectionism, self-reliance and self-concept.
1.18. There is no significant association between educational qualification of mothers of prospective teachers and their perfectionism, conscientiousness and self-reliance. But, there is significant association between educational qualification of mothers of prospective teachers of their adjustment and self-concept.

1.19. There is no significant association between occupation of fathers of prospective teachers and their perfectionism, conscientiousness and self-reliance. But, there is significant association between occupation of fathers of prospective teachers of their adjustment and self-concept.

1.20. There is no significant association between occupations of mothers of prospective teachers of their self-reliance. But, there is significant association between occupation of mothers of prospective teachers of their perfectionism, conscientiousness, adjustment and self-concept.

1.21. There is no significant association between annual income of parents of prospective teachers of their perfectionism, conscientiousness, self-reliance and self-concept. But, there is significant association between annual incomes of parents of prospective teachers of their adjustment.

5.2. ICT AWARENESS OF PROSPECTIVE TEACHERS

2.1. Level of ICT awareness of prospective teachers

i. 12.9% of prospective teachers have low, 61.9% of them have moderate and 25.3% of them have high levels of awareness on basics of ICT.

ii. 21.1% of prospective teachers have low, 55.9% of them have moderate and 22.9% of them have high levels of awareness on hardware & software.

iii. 15.2% of prospective teachers have low, 70.7% of them have moderate and 14.1% of them have high levels of awareness on network.
iv. 13.9% of prospective teachers have low, 72.6% of them have moderate and 13.5% of them have high levels of awareness on e-mail.

v. 12.8% of prospective teachers have low, 70.7% of them have moderate and 16.6% of them have high levels of awareness on the usage of ICT in education.

vi. 18.6% of prospective teachers have low, 60.8% of them have moderate and 20.6% of them have high level of ICT awareness.

2.2. **Level of ICT awareness of male and female prospective teachers**

a. 35.1% of male prospective teachers have low, 51.8% of them have moderate and 13.1% of them have high level of awareness on basics of ICT. 14.1% of female prospective teachers have low, 61.9% of them have moderate and 23.4% of them have high level of awareness on basics of ICT.

b. 22.6% of male prospective teachers have low, 55.7% of them have moderate and 21.6% of them have high level of awareness on hardware & software. 20.6% of female prospective teachers have low, 56.0% of them have moderate and 23.4% of them have high level of awareness on hardware & software.

c. 13.1% of male prospective teachers have low, 70.8% of them have moderate and 16.1% of them have high level of awareness on network. 16.0% of female prospective teachers have low, 70.6% of them have moderate and 13.4% of them have high level of awareness on network.

d. 30.2% of male prospective teachers have low, 48.5% of them have moderate and 21.3% of them have high level of awareness on e-mail. 16.4% of female prospective teachers have low, 73.0% of them have moderate and 10.6% of them have high level of awareness on e-mail.
e. 19.0% of male prospective teachers have low, 59.0% of them have moderate and 22.0% of them have high level of awareness on the usage of ICT in education. 13.6% of female prospective teachers have low, 71.8% of them have moderate and 14.6% of them have high level of awareness on the usage of ICT in education.

f. 23.3% of male prospective teachers have low, 64.9% of them have moderate and 11.8% of them have high level of ICT Awareness. 20.2% of female prospective teachers have low, 60.1% of them have moderate and 19.6% of them have high level of ICT awareness.

2.3. There is no significant difference between male and female prospective teachers in their awareness on hardware and software. But there is significant difference between male and female prospective teachers in their basic, network awareness, e-mail, usage of ICT in education and ICT awareness.

While comparing the mean scores of male and female prospective teachers, male prospective teachers are better in their awareness on basics of ICT.

While comparing the mean scores of male and female prospective teachers, male prospective teachers are better in their network awareness.

While comparing the mean scores of male and female prospective teachers, male prospective teachers are better in their awareness on e-mail.

While comparing the mean scores of male and female prospective teachers, male prospective teachers are better in their awareness on the usage of ICT in education.

While comparing the mean scores of male and female prospective teachers, male prospective teachers are better in their ICT awareness.
2.4. There is significant difference between rural and urban prospective teachers in their ICT awareness and its dimensions.

While comparing the mean scores of rural and urban prospective teachers, urban prospective teachers are better in their awareness on basics of ICT.

While comparing the mean scores of rural and urban prospective teachers, urban prospective teachers are better in their awareness on hardware and software.

While comparing the mean scores of rural and urban prospective teachers, urban prospective teachers are better in their awareness on network.

While comparing the mean scores of rural and urban prospective teachers, urban prospective teachers are better in their awareness on e-mail.

While comparing the mean scores of rural and urban prospective teachers, urban prospective teachers are better in their awareness on the usage of ICT in education.

While comparing the mean scores of rural and urban prospective teachers, urban prospective teachers are better in their ICT awareness.

2.5. There is significant difference between day scholars and hosteller prospective teachers in their ICT awareness and its dimensions.

While comparing the mean scores of day scholars and prospective teachers, hosteller prospective teachers are better in their awareness on basics of ICT.

While comparing the mean scores of day scholars and hosteller prospective teachers, hosteller prospective teachers are better in their awareness on hardware and software.

While comparing the mean scores of day scholars and hosteller prospective teachers, hosteller prospective teachers are better in their awareness on network.
While comparing the mean scores of day scholars and hosteller prospective teachers, hosteller prospective teachers are better in their awareness on e-mail.

While comparing the mean scores of day scholars and hosteller prospective teachers, hosteller prospective teachers are better in their awareness on the usage of ICT in education.

While comparing the mean scores of day scholars and hosteller prospective teachers, hosteller prospective teachers are better in their ICT awareness.

2.6. There is significant difference between married and unmarried prospective teachers in their ICT awareness and its dimensions.

While comparing the mean scores of married and unmarried prospective teachers, unmarried prospective teachers are better in their awareness on basics of ICT.

While comparing the mean scores of married and unmarried prospective teachers, unmarried prospective teachers are better in their awareness on hardware and software.

While comparing the mean scores of married and unmarried prospective teachers, unmarried prospective teachers are better in their awareness on network.

While comparing the mean scores of married and unmarried prospective teachers, unmarried prospective teachers are better in their awareness on e-mail.

While comparing the mean scores of married and unmarried prospective teachers, unmarried prospective teachers are better in their awareness on the usage of ICT in education.

While comparing the mean scores of married and unmarried prospective teachers, unmarried prospective teachers are better in their ICT awareness.
2.7. There is no significant difference between educational qualifications of prospective teachers and their ICT awareness and its dimensions.

2.8. There is significant difference between prospective teachers with computer skills and without computer skills in their ICT awareness and its dimensions.

While comparing the mean scores of prospective teachers with computer skills and without computer skills, prospective teachers with computer skills are better in their awareness on basics of ICT.

While comparing the mean scores of prospective teachers with computer skills and without computer skills, prospective teachers with computer skills are better in their awareness on hardware and software.

While comparing the mean scores of prospective teachers with computer skills and without computer skills, prospective teachers with computer skills are better in their awareness on network.

While comparing the mean scores of prospective teachers with computer skills and without computer skills, prospective teachers with computer skills are better in their awareness on e-mail.

While comparing the mean scores of prospective teachers with computer skills and without computer skills, prospective teachers with computer skills are better in their awareness on the usage of ICT in education.

While comparing the mean scores of prospective teachers with computer skills and without computer skills, prospective teachers with computer skills are better in their ICT awareness.

2.9. There is significant difference between prospective teachers with browsing experience and without browsing experience in their ICT awareness and its dimensions.
While comparing the mean scores of prospective teachers with browsing experience and without browsing experience, prospective teachers with browsing experience are better in their awareness on basics of ICT.

While comparing the mean scores of prospective teachers with browsing experience and without browsing experience, prospective teachers with browsing experience are better in their awareness on hardware and software.

While comparing the mean scores of prospective teachers with browsing experience and without browsing experience, prospective teachers with browsing experience are better in their awareness on network.

While comparing the mean scores of prospective teachers with browsing experience and without browsing experience, prospective teachers with browsing experience are better in their awareness on e-mail.

While comparing the mean scores of prospective teachers with browsing experience and without browsing experience, prospective teachers with browsing experience are better in their awareness on the usage of ICT in education.

While comparing the mean scores of prospective teachers with browsing experience and without browsing experience, prospective teachers with browsing experience are better in their ICT awareness.

2.10. There is no significant difference among SC/ST, MBC, BC and OC prospective teachers and their awareness on basics of ICT, awareness on hardware and software, awareness on e-mail, awareness on the usage of ICT in education and ICT awareness.
2.11. There is no significant difference among Hindu, Christian and Muslim prospective teachers of their awareness on basics of ICT, awareness on hardware and software and ICT awareness. But, there is significant difference among Hindu, Christian and Muslim prospective teachers of their awareness on e-mail and awareness on the usage of ICT in education. While comparing the mean scores of Hindu, Christian and Muslim prospective teachers, Muslim prospective teachers are better in their awareness on e-mail. While comparing the mean scores of Hindu, Christian and Muslim prospective teachers, Hindu prospective teachers are better in their awareness on the usage of ICT in education.

2.12. There is significant difference among men’s, women’s and co-education college prospective teachers and their awareness on basics of ICT, awareness on hardware and software, awareness on e-mail awareness on the usage of ICT in education and ICT awareness. While comparing the mean scores of men’s, women’s and co-education college prospective teachers, prospective teachers of men’s colleges are better in their awareness on basics of ICT. While comparing the mean scores of men’s, women’s and co-education college prospective teachers, prospective teachers of men’s college are better in their awareness on hardware and software. While comparing the mean scores of men’s, women’s and co-education college prospective teachers, men’s college prospective teachers are better in their awareness on network. While comparing the mean scores of men’s, women’s and co-education college prospective teachers, men’s college prospective teachers are better in their awareness on e-mail.
While comparing the mean scores of men’s, women’s and co-education college prospective teachers, men’s college prospective teachers are better in their awareness on the usage of ICT in education.

While comparing the mean scores of men’s, women’s and co-education college prospective teachers, men’s college prospective teachers are better in their ICT awareness.

2.13. There is no significant difference among the prospective teachers of government-aided, autonomous and self-financing colleges of education in their awareness on hardware and software. But, there is significant difference among the prospective teachers of government-aided, autonomous and self-financing colleges of education in their awareness on basics of ICT, awareness on e-mail, awareness on the usage of ICT in education and ICT awareness.

While comparing the mean scores of prospective teachers of government-aided, autonomous and self-financing colleges of education, autonomous college prospective teachers are better in their awareness on basics of ICT.

While comparing the mean scores of prospective teachers of government-aided, autonomous and self-financing colleges of education, prospective teachers of autonomous colleges are better in their awareness on network.

While comparing the mean scores of prospective teachers of government-aided, autonomous and self-financing colleges of education, prospective teachers of autonomous colleges are better in their awareness on e-mail.

While comparing the mean scores of prospective teachers of government-aided, autonomous and self-financing colleges of education, prospective teachers of autonomous colleges are better in their awareness on the usage of ICT in education.
While comparing the mean scores of prospective teachers of government-aided, autonomous and self-financing colleges of education, prospective teachers of autonomous colleges are better in their ICT awareness.

2.14. There is no significant difference among the prospective teachers of Kanyakumari, Tirunelveli and Thoothukudi districts on their awareness on basics of ICT, awareness on hardware and software, awareness on e-mail, awareness on the usage of ICT in education and ICT awareness. But, there is significant difference among the prospective teachers of Kanyakumari, Tirunelveli and Thoothukudi districts in their awareness on basics of ICT, awareness on the usage of ICT in education and ICT awareness.

While comparing the mean scores of the prospective teachers of Kanyakumari, Tirunelveli and Thoothukudi districts, prospective teachers of Thoothukudi district are better in their awareness on basics of ICT.

While comparing the mean scores the prospective teachers of Kanyakumari, Tirunelveli and Thoothukudi districts, prospective teachers of Thoothukudi district are better in their awareness on network.

While comparing the mean scores the prospective teachers of Kanyakumari, Tirunelveli and Thoothukudi districts, prospective teachers of Thoothukudi district are better in their awareness on the usage of ICT in education.

While comparing the mean scores the prospective teachers of Kanyakumari, Tirunelveli and Thoothukudi districts, prospective teachers of Thoothukudi district are better in their ICT awareness.

2.15. There is significant difference among the prospective teachers having Tamil, English, Mathematics, Physical science, Biological science, Computer science, History, Economics and Commerce as optional-I subject in their awareness on basics of ICT, awareness on hardware and software, awareness on network, awareness on e-mail, awareness on the usage of ICT in education and ICT awareness.
While comparing the mean scores of the prospective teachers having Tamil, English, Mathematics, Physical science, Biological science, Computer science, History, Economics and Commerce as optional-I subjects, prospective teachers having computer science as optional-I subject are better in their awareness on basics of ICT.

While comparing the mean scores of prospective teachers having Tamil, English, Mathematics, Physical science, Biological science, Computer science, History, Economics and Commerce as optional-I subjects, prospective teachers having computer science as optional-I subject are better in their awareness on hardware and software.

While comparing the mean scores of the prospective teachers having Tamil, English, Mathematics, Physical science, Biological science, Computer science, History, Economics and Commerce as optional-I subject, prospective teachers having computer science as optional-I subject are better in their awareness on network.

While comparing the mean scores of prospective teachers having Tamil, English, Mathematics, Physical science, Biological science, Computer science, History, Economics and Commerce as optional-I subject, prospective teachers having computer science as optional-I subject are better in their awareness on e-mail.

While comparing the mean scores of prospective teachers having Tamil, English, Mathematics, Physical science, Biological science, Computer science, History, Economics and Commerce as optional-I subject, prospective teachers having computer science as optional-I subject are better in their awareness on the usage of ICT in education.
While comparing the mean scores of prospective teachers having Tamil, English, Mathematics, Physical science, Biological science, Computer science, History, Economics and Commerce as optional-I subject, prospective teachers having computer science as optional-I subject are better in their ICT awareness.

2.16. There is no significant association between the age of prospective teachers of their awareness on basics of ICT, awareness on hardware and software, awareness on network, awareness on e-mail, awareness on the usage of ICT in education and ICT awareness.

2.17. There is no significant association between educational qualification of the fathers of the prospective teachers of their awareness on basics of ICT, awareness on hardware and software, awareness on e-mail, awareness on the usage of ICT in education and ICT awareness. But, there is significant association between educational qualification of the fathers of the prospective teachers of their awareness on hardware and software, awareness on network, and awareness on e-mail.

2.18. There is no significant association between the educational qualifications of the mothers of the prospective teachers of their awareness on basics of ICT, awareness on hardware and software, awareness on network, awareness on the usage of ICT in education and ICT awareness. But, there is significant association between the educational qualification of the mothers of the prospective teachers of their awareness on e-mail.

2.19. There is no significant association between the occupations of the fathers of the prospective teachers of their awareness on e-mail, awareness on the usage of ICT in education. But, there is significant association between the occupations of the fathers of the prospective teachers of their awareness on basics of ICT, awareness on hardware and software, awareness on network and ICT awareness.
2.20. There is no significant association between occupations of the mothers of the prospective teachers of their awareness on network. But, there is significant association between the occupation of mothers of the prospective teachers of their awareness on basics of ICT, awareness on hardware and software, awareness on e-mail, awareness on the usage of ICT in education and ICT awareness.

2.21. There is no significant association between annual incomes of the parents of the prospective teachers of their awareness on basics of ICT, awareness on hardware and software, awareness on e-mail and awareness on the usage of ICT in education. But, there is significant association between the annual incomes of the parent of the prospective teachers of their ICT awareness.

5.3. TEACHING COMPETENCY OF PROSPECTIVE TEACHERS

3.1 Level of teaching competency of prospective teachers

a) 19.60% of prospective teachers have low, 65.70% of them have moderate and 14.60% of them have high level of professional commitment.

b) 21.90% of prospective teachers have low, 70.90% of them have moderate and 7.10% of them have high level of skill of classroom management.

c) 15.70% of prospective teachers have low, 69.30% of them have moderate and 15.10% of them have high level of skill of using teaching aids.

d) 24.00% of prospective teachers have low, 61.20% of them have moderate and 14.80% of them have high level of skill of using teaching methodology.

e) 17.70% of prospective teachers have low, 68.80% of them have moderate and 13.50% of them have high level of skill of using curricular activities.
f) 14.60% of prospective teachers have low, 73.70% of them have moderate and 11.70% of them have high level of teaching competency.

3.2 Level of teaching competency of male and female prospective teachers

a) 19.70% of male prospective teachers have low, 71.10% of them have moderate and 9.20% of them have high level of professional commitment. 21.30% of female prospective teachers have low, 64.70% of them have moderate and 14.00% of them have high level of professional commitment.

b) 19.70% of male prospective teachers have low, 70.50% of them have moderate and 9.80% of them have high level of skill of classroom management. 15.10% of female prospective teachers have low, 78.80% of them have moderate and 6.10% of them have high level of skill of classroom management.

c) 15.70% of the male prospective teachers have low, 68.20% of them have moderate and 16.10% of them have high level of skill of using teaching aids. 15.70% of female prospective teachers have low, 69.60% of them have moderate and 14.70% of them have high level of skill of using teaching aids.

d) 18.70% of male prospective teachers have low, 72.80% of them have moderate and 8.50% of them have high level of skill of using teaching methodology. 17.60% of female prospective teachers have low, 69.60% of them have moderate and 13.00% of them have high level of skill of using teaching methodology.

e) 18.70% of male prospective teachers have low, 72.80% of them have moderate and 8.50% of them have high level of skill of using curricular activities. 17.60% of female prospective teachers have low, 69.40% of them have moderate and 12.00% of them have high level of skill of using curricular activities.
f) 14.80% of male prospective teachers have low, 71.10% of them have moderate and 14.10% of them have high level of teaching competency. 16.10% of female prospective teachers have low, 71.80% of them have moderate and 12.00% of them have high level of teaching competency.

3.3 There is no significant difference between male and female the prospective teachers in their skill of using teaching aids and skill of curricular activities. But, there is significant difference between male and female prospective teachers in their professional commitment, skill of classroom management, skill of using teaching methodology and teaching competency.

While comparing the mean scores of male and female prospective teachers, male prospective teachers are better in their professional commitment.

While comparing the mean scores of male and female prospective teachers, male prospective teachers are better in their skill of classroom management.

While comparing the mean scores of male and female prospective teachers, male prospective teachers are better in their skill of using teaching methodology.

While comparing the mean scores of male and female prospective teachers, male prospective teachers are better in their teaching competency.

3.4 There is no significant difference between rural and urban prospective teachers in their skill of using teaching aids and skill of using teaching methodology. But, there is significant difference between rural and urban prospective teachers in their professional commitment, skill of classroom management, skill of using curricular activities and teaching competency.
While comparing the mean scores of rural and urban prospective teachers, urban prospective teachers are better in their professional commitment.

While comparing the mean scores of rural and urban prospective teachers, urban prospective teachers are better in their skill of classroom management.

While comparing the mean scores of rural and urban prospective teachers, urban prospective teachers are better in their skill of using curricular activities.

While comparing the mean scores of rural and urban prospective teachers, urban prospective teachers are better in their teaching competency.

3.5 There is no significant difference between day scholars and hosteller prospective teachers in their skill of using teaching aids. But, there is significant difference between day scholars and hosteller prospective teachers in their professional commitment, skill of classroom management, skill of using teaching methodology, skill of using curricular activities and teaching competency.

While comparing the mean scores of day scholars and hosteller prospective teachers, hosteller prospective teachers are better in their professional commitment.

While comparing the mean scores of day scholars and hosteller prospective teachers, hosteller prospective teachers are better in their skill of classroom management.

While comparing the mean scores of day scholars and hosteller prospective teachers, hosteller prospective teachers are better in their skill of using teaching methodology.
While comparing the mean scores of day scholars and hosteller prospective teachers, hosteller prospective teachers are better in their skill of using curricular activities.

While comparing the mean scores of day scholars and hosteller prospective teachers, hosteller prospective teachers are better in their teaching competency.

3.6 There is no significant difference between married and unmarried prospective teachers in their professional commitment, skill of classroom management, skill of using teaching aids and teaching competency. But, there is significant difference between married and unmarried prospective teachers in their skill of using teaching methodology and skill of using curricular activities.

While comparing the mean scores of married and unmarried prospective teachers, unmarried prospective teachers are better in their teaching methodology.

While comparing the mean scores of married and unmarried prospective teachers, unmarried prospective teachers are better in their skill of using curricular activities.

3.7 There is no significant difference between educational qualification of the prospective teachers in their professional commitment, skill of classroom management, skill of using teaching aids, skill of using teaching methodology and teaching competency. But, there is significant difference between educational qualifications of the prospective teachers in their skill of using curricular activities.

While comparing the mean scores of UG and PG prospective teachers, UG prospective teachers are better in their skill of using curricular activities.
3.8 There is no significant difference between prospective teachers with computer experience and without computer experience in their professional commitment and skill of using teaching aids. But, there is significant difference between prospective teachers with computer experience and without computer experience in their skill of classroom management, skill of using teaching methodology, skill of using curricular activities and teaching competency.

While comparing the mean scores of prospective teachers with computer skills and without computer skills, prospective teachers with computer skills are better in their skill of classroom management.

While comparing the mean scores of prospective teachers with computer skills and without computer skills, prospective teachers with computer skills are better in their teaching methodology.

While comparing the mean scores of prospective teachers with computer skills and without computer skills, prospective teachers with computer skills are better in their curricular activities.

While comparing the mean scores of prospective teachers with computer skills and without computer skills, prospective teachers with computer skills are better in their teaching competency.

3.9 There is no significant difference between prospective teachers with browsing experience and without browsing experience in their professional commitment and skill of using teaching aids.

While comparing the mean scores of prospective teachers with browsing experience and without browsing experience, prospective teachers with browsing experience are better in their skill of classroom management.
While comparing the mean scores of prospective teachers with browsing experience and without browsing experience, prospective teachers with browsing experience are better in their teaching methodology.

While comparing the mean scores of prospective teachers with browsing experience and without browsing experience, prospective teachers with browsing experience are better in their skill of using curricular activities.

While comparing the mean scores of prospective teachers with browsing experience and without browsing experience, prospective teachers with browsing experience are better in their teaching competency.

3.10 There is no significant difference among SC/ST, MBC, BC and OC prospective teachers of their Professional commitment, skill of classroom management, skill of using teaching aids, skill of using curricular activities and teaching competency. But, there is significant difference among SC/ST, MBC, BC and OC prospective teachers of their skill of using teaching methods.

While comparing the mean scores of SC/ST, MBC, BC and OC prospective teachers, OC prospective teachers are better in their teaching methodology.

3.11 There is no significant difference among Hindu, Christian and Muslim prospective teachers in their professional commitment, skill of classroom management, skill of using teaching aids, skill of using teaching methodology, skill of using curricular activities and teaching competency.

3.12 There is no significant difference among men, women and co-education college prospective teachers and their skill of using teaching aids. But, there is significant difference among men, women and co-education college prospective teachers in their professional commitment, skill of classroom management, skill of using teaching methodology, skill of using curricular activities and teaching competency.
While comparing the mean scores of men, women and co-education college prospective teachers, men’s college prospective teachers are better in their professional commitment. While comparing the mean scores of men, women and co-education college prospective teachers, men’s college prospective teachers are better in their skill of classroom management.

While comparing the mean scores of men, women and co-education college prospective teachers, men’s college prospective teachers are better in their skill of using teaching methodology.

While comparing the mean scores of men, women and co-education college prospective teachers, men’s college prospective teachers are better in their skill of using curricular activities.

While comparing the mean scores of men, women and co-education college prospective teachers, men’s college prospective teachers are better in their teaching competency.

3.13 There is no significant difference among the prospective teachers of government-aided, autonomous and self-financing colleges of education in their skill of using teaching aids. But, there is significant difference among the prospective teachers of government-aided, autonomous and self-financing colleges of education in their professional commitment, skill of classroom management, skill of using teaching methodology, skill of using curricular activities and teaching competency.

While comparing the mean scores of the prospective teachers of government-aided, autonomous and self-financing colleges, autonomous college of education prospective teachers are better in their professional commitment.
While comparing the mean scores of the prospective teachers of government-aided, autonomous and self-financing colleges, prospective teachers of autonomous colleges are better in their skill of classroom management.

While comparing the mean scores of the prospective teachers of government-aided, autonomous and self-financing colleges, prospective teachers of autonomous colleges are better in their skill of using teaching methodology.

While comparing the mean scores of the prospective teachers of government-aided, autonomous and self-financing colleges, prospective teachers of autonomous colleges are better in their skill of using curricular activities.

While comparing the mean scores of the prospective teachers of government-aided, autonomous and self-financing colleges, prospective teachers of autonomous colleges are better in their teaching competency.

3.14 There is no significant difference among prospective teachers of Kanyakumari, Tirunelveli and Thoothukudi districts in their professional commitment, skill of using teaching aids, skill of using curricular activities. But, there is significant difference among prospective teachers of Kanyakumari, Tirunelveli and Thoothukudi districts in their skill of classroom management, skill of using teaching methodology and teaching competency.

While comparing the mean scores of prospective teachers of Kanyakumari, Tirunelveli and Thoothukudi districts, prospective teachers of Thoothukudi district are better in their skill of classroom management.
While comparing the mean scores of prospective teachers of Kanyakumari, Tirunelveli and Thoothukudi districts, prospective teachers of Thoothukudi district are better in their skill of using teaching methodology.

While comparing the mean scores of prospective teachers of Kanyakumari, Tirunelveli and Thoothukudi districts, prospective teachers of Thoothukudi district are better in their teaching competency.

3.15 There is no significant difference among prospective teachers having Tamil, English, Mathematics, Physical science, Biological science, Computer science, History, Economics and Commerce as optional-I subject in their professional commitment. But, there is significant difference among prospective teachers having Tamil, English, Mathematics, Physical science, Biological science, Computer science, History, Economics and Commerce as optional-I subject in their skill of classroom management, skill of using teaching aids, teaching methodology, skill of using curricular activities and teaching competency.

While comparing the mean scores of prospective teachers having Tamil, English, Mathematics, Physical science, Biological science, Computer science, History, Economics and Commerce as optional-I subject, prospective teachers having Physical science as optional-I subject are better in their skill of classroom management.

While comparing the mean scores of prospective teachers having Tamil, English, Mathematics, Physical science, Biological science, Computer science, History, Economics and Commerce as optional-I subjects, prospective teachers having commerce as optional-I subject are better in their skill of using of teaching aids.
While comparing the mean scores of prospective teachers having Tamil, English, Mathematics, Physical science, Biological science, Computer science, History, Economics and Commerce as optional-I subjects, prospective teachers having English as optional-I subject are better in their skill of using teaching methodology.

While comparing the mean scores of prospective teachers having Tamil, English, Mathematics, Physical science, Biological science, Computer science, History, Economics and Commerce as optional-I subjects, prospective teachers having Biological science as optional-I subject are better in their skill of using curricular activities.

While comparing the mean scores of among prospective teachers having Tamil, English, Mathematics, Physical science, Biological science, Computer science, History, Economics and Commerce as optional-I subjects, prospective teachers having Physical science as optional-I subject are better in their teaching competency.

3.16 There is no significant association between the age of prospective teachers and their professional commitment, skill of classroom management, skill of using teaching aids, skill of using teaching methodology and teaching competency. But, there is significant association between the age of prospective teachers and their skill of using curricular activities.

3.17 There is no significant association between the educational qualification of the fathers of prospective teachers of their skill of classroom management, skill of using teaching aids, skill of using curricular activities and teaching competency. But, there is significant association between the educational qualification of the fathers of the prospective teachers of their professional commitment and skill of using teaching methodology.
3.18 There is significant association between the educational qualification of the mothers of the prospective teachers of their professional commitment, skill of classroom management, skill of using teaching aids, skill of using teaching methodology, skill of using curricular activities and teaching competency.

3.19 There is no significant association between the occupations of the fathers of the prospective teachers of their professional commitment, skill of classroom management, skill of using teaching aids and skill of using teaching methodology. But, there is significant association between the occupations of the fathers of the prospective teachers of their skill of using curricular activities and teaching competency.

3.20 There is significant association between the occupations of the mothers of the prospective teachers of their professional commitment, skill of classroom management, skill of using teaching aids, skill of using teaching methodology, skill of using curricular activities and teaching competency.

3.21 There is no significant association between the incomes of the parents of the prospective teachers of their professional commitment, skill of classroom management, skill of using teaching aids and skill of using teaching methodology. But, there is significant association between parent’s income of prospective teachers of their skill of using curricular activities and teaching competency.

5.4. RELATIONSHIP BETWEEN PERSONALITY TRAITS, ICT AWARENESS AND TEACHING COMPETENCY OF PROSPECTIVE TEACHERS

4.1 Relationship between personality traits and ICT awareness of prospective teachers

a) There is no significant relationship between personality traits of male prospective teachers and their awareness on basics of ICT, awareness on network, awareness on e-mail and awareness on the usage of ICT in education. But there is significant relationship between personality traits of male prospective teachers and their awareness on hardware and software and ICT awareness.
b) There is significant relationship between personality traits of female prospective teachers and their ICT awareness and its dimensions.

c) There is no significant relationship between personality traits of rural prospective teachers and their awareness on network. But, there is significant relationship between personality traits of rural prospective teachers and their awareness on basics of ICT, awareness on hardware and software, awareness on e-mail, awareness on the usage of ICT in education and ICT awareness.

d) There is no significant relationship between personality traits of urban prospective teachers and their awareness on basics of ICT, awareness on network and awareness on e-mail. But, there is significant relationship between personality traits of urban prospective teachers and their awareness on hardware and software, awareness on the usage of ICT in education and ICT awareness.

e) There is no significant relationship between personality traits of urban prospective teachers and their awareness on basics of ICT and awareness on network. But, there is significant relationship between personality traits of under graduate prospective teachers and their awareness on basics of ICT, awareness on hardware and software, awareness on e-mail, awareness on the usage of ICT in education and ICT awareness.

f) There is significant relationship between personality traits of post graduate prospective teachers and their ICT awareness and its dimensions.

4.2 Relationship between Personality traits and Teaching Competency of prospective teachers

a) There is no significant relationship between personality traits and teaching competency of male prospective teachers.
b) There is no significant relationship between personality traits and teaching competency of female prospective teachers.

c) There is no significant relationship between personality traits and teaching competency of rural prospective teachers.

d) There is no significant relationship between personality traits and teaching competency of urban prospective teachers.

e) There is no significant relationship between the personality traits of undergraduate prospective teachers and their professional commitment, skill of classroom management, skill of using teaching aids, and skill of using teaching methodology. But, there is significant relationship between personality traits of undergraduate prospective teachers and their skill of curricular activities.

f) There is no significant relationship between personality traits and teaching competency of PG prospective teachers.

4.3 Relationship between ICT awareness and Teaching Competency of prospective teachers

a) There is no significant relationship between ICT awareness and skill of classroom management of prospective teachers. But, there is significant relationship between ICT awareness of prospective teachers and their professional commitment, skill of using teaching aids, skill of using teaching methodology, skill of using curricular activities and teaching competency.

b) There is no significant relationship between ICT awareness and teaching competency of male prospective teachers.

c) There is no significant relationship between ICT awareness and professional commitment, skill of classroom management, skill of using teaching aids and teaching competency of female prospective teachers.
But, there is significant relationship between ICT awareness of the female prospective teachers and their skill of using teaching methodology and skill of using curricular activities.

d) There is no significant relationship between ICT awareness and Teaching competency of rural prospective teachers.

e) There is no significant relationship between ICT awareness and skill of classroom management of urban prospective teachers. But, there is significant relationship between ICT awareness of urban prospective teachers and their professional commitment, skill of using teaching aids, skill of using teaching methodology, skill of using curricular activities and teaching competency.

f) There is no significant relationship between ICT awareness and skill of classroom management of UG prospective teachers. But, there is significant relationship between ICT awareness of under graduate prospective teachers and their professional commitment, skill of using teaching aids, skill of using teaching methodology, skill of using curricular activities and teaching competency.

g) There is no significant relationship between ICT awareness and Teaching competency of PG prospective teachers.

5.5. INFLUENCE OF PERSONALITY TRAITS AND ICT AWARENESS ON TEACHING COMPETENCY OF PROSPECTIVE TEACHERS.

5.1 There is significant influence of perfectionism and ICT awareness on teaching competency of prospective teachers

5.2 There is significant influence of conscientiousness and ICT awareness on teaching competency of prospective teachers.
5.3 There is significant influence of self-reliance and ICT awareness on teaching competency of prospective teachers.

5.4 There is significant influence of adjustment and ICT awareness on teaching competency of prospective teachers.

5.5 There is significant influence of self-concept and ICT awareness on teaching competency of prospective teachers.

5.6 FACTOR ANALYSIS

6.1 There is significant factor with positive loading of the variables namely perfectionism, conscientiousness, self-reliance, adjustment, self-concept and awareness on basics of ICT, awareness on hardware and software, awareness on network, awareness on e-mail, awareness on the usage of ICT in education and ICT awareness, professional commitment, skill of classroom management, skill of using teaching aids, skill of using teaching methodology and skill of using curricular activities. The name of the factor is persona techno pedagogy.

5.7. INTERPRETATIONS OF THE FINDINGS

5.7.1. Personality Traits of Prospective Teachers

Female prospective teachers are better than male prospective teachers in their adjustment. This may be due to the fact that Indian family system has historically made the female to respect the values and norms of the society and also respecting the value system has made them better in adjustment.

Rural prospective teachers are better than urban prospective teachers in their adjustment. This may be due to the fact that with limited resources in large rural set up they have been brought with more adjusting nature that their counter parts from the urban back ground.
Hosteller prospective teachers are better than day scholars in their self-reliance and self-concept. This may be due to the fact that staying away from their family has made them more self dependent. This would have boosted their self confidence also.

Married prospective teachers are better than unmarried prospective teachers in their adjustment. This may be due to the fact that after marriage women normally tend to adjust with their husband and in-laws. In the male chauvinist society, women shoulder more responsibility and as a result their adjustment widens.

Moreover, unmarried prospective teachers are better than married prospective teachers in their self-concept. This may be due to the fact that their family traditions, interest, modern exposures, biological intuition and self awareness. So they are better in terms of self-concept.

PG qualified prospective teachers are better than UG qualified prospective teachers in their adjustment. This may be due to the fact that with higher level of education, they become wiser and matured and adjust according to their environment.

Moreover, UG qualified prospective teachers are better than PG qualified prospective teachers in their self-concept. This may be due to the fact that they enjoy a higher degree of freedom and a sense of achievement on obtaining their first degree on completion of UG course.

Prospective teachers with computer skills are better than prospective teachers without computer skills in their perfectionism, conscientiousness, self-reliance, adjustment and self-concept. This may be due to the fact that knowledge of computers has widened their knowledge base, attitude and self-concept.

Prospective teachers with browsing experience are better than prospective teachers without browsing experience in their perfectionism, conscientiousness, self-
reliance, adjustment and self-concept. This may be due to the fact that with access to internet and the latest development around them, prospective teachers with browsing experience have more knowledge and optimistic towards life which has made them better than prospective teachers without computer experience.

MBC prospective teachers are better than SC/ST, BC and OC prospective teachers in their perfectionism. This may be due to their affinity towards doing things in a better way than others.

Muslim prospective teachers are better than Hindu, Christian prospective teachers in their adjustment. This may be due to the fact that normally the Muslim community lives in big clusters with a tight family bonding which makes them more adjustable.

Women’s college prospective teachers are better than men’s and co-education college prospective teachers in their adjustment. This may be due to the fact that women in groups always tender to help and adjust with each other.

Moreover, men’s college prospective teachers are better than women’s and co-education college prospective teachers in their self-concept. This may be due to the fact that in a men’s college set-up, men may feel more confident and open to ideas which in turn increases their self-concept.

Thoothukudi district prospective teachers are better than Kanyakumari, Tirunelveli district prospective teachers in their self-reliance. This may be due to the fact that traditionally the people of Thoothukudi are known for their hard work and entrepreneurship. Therefore, they have more self-reliance than that of others.

Prospective teachers having Tamil as optional-I subject are better than prospective teachers having English, Mathematics, Physical science, Biological science, Computer science, History, Economics and Commerce as optional-I subject
in their perfectionism. This may be due to the fact that having their mother tongue as optional-I subject would have made them to be perfect.

Educational qualification of the fathers of the prospective teachers influences their perfectionism, self-reliance and self-concept. This may be due to the fact that the motivation of the fathers would have played a great role in their brought-up.

Educational qualification of the mothers of the prospective teachers influences their adjustment and self-concept. This may be due to the fact that educated mothers boost the self-concept of their wards and adjustment towards the environment.

Father’s occupation influences adjustment and self-concept of the prospective teachers. This may be due to the fact that based on the occupation of the father the lifestyle of the entire family is decided. Therefore, it influences their adjustment and self-concept also.

Mother’s occupation influences perfectionism, conscientiousness, adjustment and self-concept of prospective teachers. This may be due to the fact that all working mothers are having higher levels of perfectionism, conscientiousness, adjustment and self-concept. Therefore, the same influences their children’s nature also.

Parent’s income influences the adjustment levels of the prospective teachers. This may be due to the fact that income of a family decides the nature and behavior of the family. Therefore, the same influences their adjustment.

5.7.2. ICT Awareness of Prospective Teachers

Male prospective teachers are better than female prospective teachers in their awareness on basics of ICT, awareness on hardware and software, awareness on
e-mail, awareness on the usage of ICT in education. This may be due to the fact that curiosity to know innovative things and their creativity about ICT, logical skills and practical work would have made them better than the female prospective teachers in their awareness on basics of ICT, awareness on hardware and software, awareness on e-mail, awareness on the usage of ICT in education.

Urban prospective teachers are better than rural prospective teachers in their awareness on basics of ICT, awareness on hardware and software, awareness on e-mail, awareness on the usage of ICT in education and ICT awareness. This may be due to the fact that modernization and innovative technologies have flourished in urban area and the same has influenced the revolution in the modern life styles of cities made utilization of new technological innovation needs and use software requirements to control and operate its ICT technologies in a full-fledged manner made them better than rural prospective teachers in their awareness on basics of ICT, awareness on hardware and software, awareness on e-mail, awareness on the usage of ICT in education and ICT awareness.

Married prospective teachers are better than unmarried prospective teachers in their awareness on basics of ICT, awareness on hardware and software, awareness on e-mail, awareness on the usage of ICT in education and ICT awareness. This may be due to the fact that familiarity of utilizing ICT gadgets for interacting with their family members in abroad or faraway places in the country, interest in knowing the basic ICT concepts and utilization of ICT equipments as well as teaching with a full-fledged knowledge of ICT in modern education has made them better than unmarried prospective teachers.

Prospective teachers with computer skills are better than prospective teachers without computer skills in their awareness on basics of ICT, awareness on
hardware and software, awareness on e-mail, awareness on the usage of ICT in education and ICT awareness. This may be due to the fact that the modern ICT world and its innovative thoughts and updating of skills about subject for teaching, regular usage of ICT applications such as e-mail, internet, chatting, social networks and other facilities of ICT for domestic needs have made them better than prospective teachers without computer skills in their awareness on basics of ICT, awareness on hardware and software, awareness on e-mail, awareness on the usage of ICT in education and ICT awareness.

Prospective teachers with browsing experience are better in their awareness on basics of ICT, awareness on hardware and software, awareness on e-mail, awareness on the usage of ICT in education and ICT awareness. This may be due to the fact that interest and information about the use of internet latest updates information gathered through social networks and other websites.

Muslim prospective teachers are better than Hindu and Christian prospective teachers in their awareness on e-mail. This may be due to the fact that interaction with Arab countries regarding their job as well as pilgrimage travel and its facilities as well as encouragement from family, society and the government rules also supporting the minorities made them better than Hindu and Christian prospective teachers in their awareness on e-mail. Further, Hindu prospective teachers are better than Christian and Muslim prospective teachers in their awareness on the usage of ICT in education. This may be due to the fact that technologies utilized in temples and the latest technologies used by the missionaries, interest in communicating through ICT technologies and influence of mass media made them better than Muslim and Christian prospective teachers in their awareness on the usage of ICT in education.
Among men’s college, women’s college and co-education college prospective teachers, men’s college prospective teachers are better in their awareness on basics of ICT, awareness of hardware and software, awareness on network, awareness of e-mail and awareness on usage of ICT in education. This may be due to the fact that good in latest theoretical knowledge trying to compete with well esteemed institutions and utilizing ICT technologies in classroom made them good in their awareness on basics of ICT, awareness of hardware and software, awareness on network, awareness of e-mail and awareness on usage of ICT in education.

Autonomous college prospective teachers are better than self-financed and aided college prospective teachers in their awareness on basics of ICT, awareness on hardware and software, awareness on e-mail and awareness on the usage of ICT in education. This may be due to the fact that course of study and its curriculum, practical knowledge given in the course motivated and utilizing ICT technologies in classroom made them better in their awareness on basics of ICT, awareness on hardware and software, awareness on e-mail and awareness on the usage of ICT in education.

Among the prospective teachers of Kanyakumari, Tirunelveli and Thoothukudi districts, prospective teachers of Thoothukudi district are better in their awareness on basics of ICT, awareness on hardware and software, awareness on network, awareness on e-mail and awareness on the usage of ICT in education. This may be due to their interest to know about ICT technologies in a proper manner and also to utilize the facilities of ICT and knowledge to reach at least to a basic level.

Prospective teachers studying computer science as optional-I subject are better than prospective teachers studying Tamil, English, Mathematics, Physical science, Biological science, History, Economics and Commerce as optional-I subjects in their awareness on basics of ICT, awareness on hardware and software, awareness
on network, awareness on e-mail and awareness on the usage of ICT in education. This may be due to the fact that educational situations give importance to ethics and interest in knowing the theoretical, logical norms of ICT technologies and basic concepts of ICT has made them better in their awareness on basics of ICT, hardware and software, awareness on network, awareness on e-mail and awareness on the usage of ICT in education.

Father’s educational qualification influences the awareness on hardware and software, awareness on network, awareness on e-mail and awareness on the usage of ICT in education. This may be due to fact that parents who are educated and those who earn more money will buy the ICT equipment and create the awareness of the information communication devices to their children.

Mother’s educational qualification influences the awareness on e-mail. This may be due to the fact that educated mothers want their children to have more knowledge about the information and communication technology.

Occupation of the fathers of the prospective teachers influences their awareness on basics of ICT, awareness on hardware and software, awareness on network, awareness on e-mail and awareness on the usage of ICT in education. This may be due to the fact that the occupation of the head of the family decides the level of exposure or opportunity that the child will get to know about ICT, hardware, software, network and e-mail.

Occupation of the mothers of the prospective teachers influences their awareness on basics of ICT, awareness on hardware and software, awareness on network, awareness on e-mail and awareness on the usage of ICT in education. This may be due to the fact that working mothers spend their available time in monitoring their children’s education and other activities.
Parents’ income influences the awareness of prospective teachers on basics of ICT, awareness on hardware and software, awareness on network, awareness on e-mail and awareness on the usage of ICT in education. This may be due to the fact that their parents’ expenditure is utilized for the children with an intention to know about ICT facilities of internet for preparing their studies and also the financial support of parents to their children in getting rules and regulation of ICT communication influences the awareness on basics of ICT, awareness on hardware and software, awareness on network, awareness on e-mail and awareness on the usage of ICT in education.

5.7.3. Teaching Competency of Prospective Teachers

Male prospective teachers are better than female prospective teachers in their professional commitment, skill of classroom management, skill of using teaching aids, skill of using teaching methodology and skill of using curricular activities. This may be due to the fact that male prospective teachers have more exposure to outside world and they have long-term career plans.

Urban prospective teachers are better than rural prospective teachers in their professional commitment, skill of classroom management and skill of using curricular activities. This may be due to the fact that their city based schooling and career orientation.

Hosteller prospective teachers are better than day scholarss in their professional commitment, skill of classroom management and skill of using curricular activities. This may be seen from the fact that most of the times hosteller are dedicated towards career and they have sacrificed being with their family for the betterment of their career.

Unmarried prospective teachers are better than married prospective teachers in their skill of using of teaching methodology and skill of using curricular activities. This may be due to the fact they have less family responsibilities and have more interest to know new things and experiment the same.
Under graduate prospective teachers are better than post graduates in their skill of using curricular activities. This may be due to the fact that they might have just obtained their first degree and are more enthusiastic towards curricular activities.

Prospective teachers with computer skills are better than prospective teachers without computer skills in their skill of classroom management, skill of using teaching methodology and skill of using curricular activities. This may be due to the fact that their computer knowledge and attitude has made them to have more knowledge and influenced them to know more new things.

Prospective teachers with browsing experience are better than prospective teachers without browsing experience in their professional commitment, skill of classroom management, skill of using teaching methodology and skill of using curricular activities. This may be due to the fact that curiosity to know the innovative teaching techniques, updating content knowledge and great exposure has made them better than prospective teachers without browsing experience.

OC prospective teachers are better than SC/ST, MBC, BC prospective teachers in their skill of using teaching methodology. This may be due to the fact that traditionally their communities are in the field of education for many generations.

Men’s college prospective teachers are better than women’s and co-education college prospective teachers in their professional commitment, skill of classroom management, skill of using teaching methodology and skill of using curricular activities. This may be due to the fact that men’s good administration and devotion to spend more time for their preparations have made them better than others.

Prospective teachers are following rules and regulations without fail. They are concentrating more towards their curricular, co-curricular and extracurricular activities naturally.
Prospective teachers of autonomous colleges of education are better than government-aided and self-financing colleges of education in their professional commitment, skill of classroom management, skill of using teaching methodology and skill of using curricular activities. This may be due to the fact that in autonomous colleges of education, highly experienced teachers with their abundant knowledge train the students for having better teaching competency.

Prospective teachers of Thoothukudi district are better than that of Kanyakumari and Tirunelveli in their skill of classroom management and skill of using teaching methodology. This may be due to the fact that they are more dedicated towards their profession and their interest for better classroom management has made them better than others.

Prospective teachers studying Physical science as optional-I subject are better than prospective teachers studying Tamil, English, Mathematics, Biological science, Computer science, History, Economics and Commerce as optional-I subject in their skill of classroom management. This may be due to the fact that they apply logical and scientific approach towards their teaching and learning process.

Prospective teachers studying Commerce as optional-I subject are better than prospective teachers studying Tamil, English, Mathematics, Physical science, Biological science, Computer science, History and Economics as optional-I subjects in their skills of using teaching aids. This may be due to the fact that commerce background prospective teachers are more interested towards innovation and finding it easier to use teaching aids in a better manner.

Prospective teachers studying English as optional-I subject are better than prospective teachers studying Tamil, Mathematics, Physical science, Biological science, Computer science, History, Economics and Commerce as optional-I subject
in their skill of using teaching methodology. This may be due to the fact that prospective teachers with English background have high level of knowledge in English. Therefore, they find it easier to use various teaching methodologies in a better way which is understandable to the students.

Prospective teachers studying Biological science as optional-I subject are better than prospective teachers studying Tamil, English, Mathematics, Physical science, Computer science, History, Economics and Commerce as optional-I subjects in their skill of using curricular activities. This may be due to the fact that during their college days they have developed a lot of practical knowledge due to their biological science background which makes them better at their skill of using curricular activities.

Prospective teachers studying Physical science as optional-I subject are better than prospective teachers studying Tamil, English, Mathematics, Biological science, Computer science, History, Economics and Commerce as optional-I subject in their teaching competency. This may be due to the fact that prospective teachers having Physical science as optional-I subject are normally perceived to be having higher level of teaching competency due to their different approach towards education and teaching.

Age of prospective teachers influences their skill of using curricular activities. This may be due to the fact that with increasing age, experience increases. Therefore, their skill of using curricular activities is influenced to a great amount by age.

Educational qualification of the fathers of the prospective teachers influences their professional commitment and skill of using teaching methodology. This may be due to the fact that educated fathers motivate their wards by setting an example. Fathers are the role model to many children.
Educational qualification of the mothers of the prospective teachers influences their professional commitment, skill of classroom management, skill of using teaching aids, skill of using teaching methodology and skill of using curricular activities. This may be due to the fact that educated mothers are more concerned about the learning and studies of their children. Therefore they take care of the overall well being and development of their child thereby influencing their skills.

Occupation of the fathers of the prospective teachers influences the skill of using curricular activities. This may be due to the fact that the father’s occupation determines the lifestyle and interests of their children. Therefore, father’s occupation plays a great role in influencing the skill of using curricular activities of prospective teachers.

Occupation of the mothers of the prospective teachers influences professional commitment, skill of classroom management, skill of using teaching aids, skill of using teaching methodology and skill of using curricular activities. This may be due to the fact that mothers are regarded for the family’s development and betterment. Therefore, mother’s occupation makes a positive impact on the development of various skills of prospective teachers such as professional commitment, skill of classroom management, skill of using teaching aids, skill of using teaching methodology and skill of using curricular activities.

The annual income of the parents of the prospective teachers influences their skill of using curricular activities. This may be due to the fact that money is the deciding factor for the amount of resources spent on curricular activities. Therefore, the children of parents who are having higher level of income may have the opportunity to develop more skills of using curricular activities.
5.7.4. Relationship of Personality and ICT Awareness with Teaching Competency

According to this research, personality traits of male prospective teachers are influenced by their awareness on hardware and software and ICT awareness. This may be due to the fact that the knowledge of male prospective teachers about computers and their latest development boosts their personality levels.

Further, personality traits of female prospective teachers are influenced by their awareness on basics of ICT, awareness on hardware and software, awareness on e-mail, awareness on the usage of ICT in education and ICT awareness. This may be due to the fact that educated women develop themselves in a better way than others and they make their impact to be felt by the society. Their personality is influenced to a great extent by their awareness on basics of ICT, awareness on hardware and software, awareness on e-mail, awareness on the usage of ICT in education and ICT awareness.

Personality traits of rural prospective teachers are influenced by their awareness on basics of ICT, awareness on hardware and software, awareness on e-mail, awareness on the usage of ICT in education and ICT awareness. This may be due to the fact that rural prospective teachers are normally very excited about ICT, hardware, software and e-mail etc. This influences their personality levels also.

Moreover, personality traits of urban prospective teachers are influenced by their awareness on hardware and software, awareness on the usage of ICT in education and ICT awareness. This may be due to the fact that urban prospective teachers are having more knowledge about hardware and software than rural prospective teachers.

Further, personality traits of undergraduate prospective teachers are influenced by their awareness on basics of ICT, awareness on hardware and software,
awareness on e-mail, awareness on the usage of ICT in education and ICT awareness. This may be due to the fact that the personality of UG prospective teachers are influenced by ICT, hardware and software with the use of latest gadgets and software applications.

Moreover, personality traits of post graduate prospective teachers are influenced by their awareness on basics of ICT, awareness on hardware and software, awareness on e-mail, awareness on the usage of ICT in education and ICT awareness. This may be due to the fact that with more knowledge and higher qualification than UG prospective teachers, PG prospective teachers are very much influenced by ICT, hardware and software.

Furthermore, personality traits of UG prospective teachers are influenced by their skill of using curricular activities. This may be due to the fact that UG prospective teachers having higher skills of curricular activities are very enthusiastic about their career and their personality traits are influenced accordingly.

Further, ICT awareness of prospective teachers are influenced by their professional commitment, skill of using teaching aids, skill of using teaching methodology, skill of using curricular activities and teaching competency. This may be due to the fact that ICT awareness determines the interest of the prospective teachers towards their career goals. Career goals determine the professional commitment, skill of using teaching aids, skill of using teaching methodology, skill of using curricular activities and teaching competency of prospective teachers.

Moreover, ICT awareness of the female prospective teachers is influenced by their skill of using teaching methodology and skill of using curricular activities. This may be due to the fact that female prospective teachers who are having higher ICT awareness are better than the prospective teachers having lesser knowledge about ICT.
Further, ICT awareness of urban prospective teachers are influenced by their professional commitment, skill of using teaching aids, skill of using teaching methodology, skill of using curricular activities and teaching competency. This may be due to the fact that urban prospective teachers with higher levels of ICT awareness tend to be more inclined towards their knowledge and skill development.

Moreover, ICT awareness of undergraduate prospective teachers are influenced by their professional commitment, skill of using teaching aids, skill of using teaching methodology, skill of using curricular activities and teaching competency. This may be due to the fact that UG prospective teachers are critical about their career and their professional commitment and other factors influence their ICT awareness.

5.7.5. Influence of Personality and ICT Awareness on Teaching Competency

i. According to this study, perfectionism and ICT awareness are positively influencing teaching competency of prospective teachers. This may be due to the fact that people who are perfect tend to be competent to perform well at their job and those who are having awareness on ICT are well versed with the latest technology and they are competent to perform their job well.

ii. Further, conscientiousness and ICT awareness are positively influencing teaching competency of prospective teachers. This may be due to the fact that highly conscientious people are always striving towards perfection and they are people with positive attitude who always believe in themselves and perform well.

iii. Moreover, self-reliance and ICT awareness are positively influencing on teaching competency of prospective teachers. This may be due to the fact
that self-reliant people are confident and independent; they equip themselves with knowledge about latest development in technology and the same influences their teaching competency.

iv. Further, adjustment and ICT awareness are positively influencing on teaching competency of prospective teachers. This may be due to the fact that people those who adjust with others tend to be adaptive and they know the ways and means to tackle every situation in an effective way.

v. Furthermore, self-concept and ICT awareness are positively influencing on teaching competency of prospective teachers. This may be due to the fact that high self-concept means higher levels of confidence and self image about self and the same influences the teaching competency of prospective teachers.

5.8. CONCLUSION

According to the study, the factor analysis yields a single factor with considerable factor loading. The factor for the study has been identified as *Persona Techno Pedagogy*. The factor may be explained perfectionism, conscientiousness, self-reliance, adjustment, self-concept, ICT awareness and Teaching competency. This may be due to the fact that the personality and ICT awareness are influencing teaching competency of prospective teachers.

5.9. SUGGESTIONS

5.9.1. Suggestions for Educational Administrators

- Workshops and seminars should be conducted for the student-teachers to make them understand the importance of personality.

- Extra-curricular activities should be provided for improving personality development.
• Seminar sessions may be encouraged for improving personality traits of student teachers.

• Student-teachers should be compelled to utilize ICT technologies in their teaching.

• ICT must be incorporated in teaching-learning processes through web based teaching.

• Tele-lecture and seminar sessions may be encouraged for improving ICT awareness of student-teachers.

• Video conferencing teaching methods may be encouraged for improving ICT teaching of student-teachers.

• Student-teachers should be evaluated by their peer-group for an excellent outcome in their teaching competency.

• ICT practical may be implemented in B.Ed. curriculum to understand the importance of information technology and its need in teaching.

• Group discussion sessions may be conducted for developing communication skills of student-teachers.

• Digital library, language lab and e-learning facilities should be provided for improving linguistic ability of student-teachers.

• Personality development programme and ICT oriented training for teachers, student-teachers and students of the schools shall be provided.

5.9.2. Suggestions for Educational Researchers

On the basis of the findings, the investigator has given the following suggestions for further research.

• A study on ICT and scientific attitude of prospective D. T. Ed. teachers.

• Science teaching competency of higher secondary school teachers in relation to their social responsibility and study skills.
• Teaching competency of the higher secondary school teachers in relation to their emotional intelligence and wellness.

• Influence of personality traits and ICT skills on teaching competency of teacher education students.

• Influence of thinking styles, ICT awareness and emotional intelligence on teaching competency of prospective D. T. Ed. teachers.

• Influence of thinking styles, modernity and computer efficacy on scholastic achievement of higher secondary students.

• Influence of frustration, self-efficacy and computer efficacy on scholastic achievement of higher secondary students.

• Influence of leadership styles, communicative competence and social skills on teaching competency of special school teachers.

• Influence of decision making skill and ICT awareness on teaching competency of post graduate teachers.