CHAPTER I

INTRODUCTION AND CONCEPTUAL FRAMEWORK

1.1. INTRODUCTION

Education is the deliberate and systematic influence exerted by the mature person on the immatured through instruction and discipline. It means the harmonious development of all the powers of the human being’s physical, social, intellectual, emotional, aesthetic and spiritual aspects. Education is a product of experience. It is the process by which and through which the experience of the race, i.e., knowledge, skills and attitude are transmitted to the members of the community.

1.2. EDUCATION

The word ‘education’ is derived from the Latin word ‘educare’ that means ‘bring up’. Education is a process of bringing out, eliciting or developing or drawing out the personality from within. This concept comes very close to the definition of education as, ‘the manifestation of perfection already existing in man’ as envisaged by Swami Vivekananda (Aggarwal, 1985).

Education is the preparation for life through experience. According to Welton James, ‘Education is an attempt on the part of the adult members of the human society to shape the development of the coming generation in accordance with its own ideals of life’ (V.R. Taneja, 2001).

Education means the modification of one’s behaviour. Education is an activity or a process, which transforms the behaviour of a person from “instinctive behaviour” to “human behaviour”. Education makes the student more intelligent, this leads the person to become emotionally, mentally, socially and psychologically strong and act as an intelligent human in the society. In education, achievement and its
improvement are important for an individual to achieve his or her future in a better way.

### 1.3. OBJECTIVES OF EDUCATION

The secondary education commission fixed the aims of education in the following terms;

1. **Growth of Democratic Citizenship**

   In this field, praising and glorifying the social and cultural achievement of our country, arousing the desire to serve the country, according to one’s ability, sacrificing personal interest and preferences for the good of the nation.

2. **Vocational Progress**

   As an outcome of education, children should possess professional knowledge.

3. **Development of Personality**

   Considering all possibilities for the development of personality of the child and acting on their own.

4. **Training in Leadership**

   The Secondary Education Commission has placed training in leadership among the aims of education as a necessary condition for the success of democracy.

### 1.4. PERSONALITY

People differ in their outlook, emotional volatility, and physical appearance and so on. Some people are quiet and passive, while others are loud and aggressive. This leads to the study of personality, which represents a significant aspect of individual difference.
Individual traits and attributes reflect a person’s personality. The relationship between a person and their neighbours is reflected in their personalities. Some are ambitious; others are silent, anxious and amusing. These qualities make up personalities.

Personality is composed of several characteristics. These characteristics form different personalities that are reflected in behaviour. Personality is influenced by several factors such as family, characteristics, learning, social influences, psychological features, etc. Personality is a stable set of characteristic and tendencies that determine those commonalities and differences in the psychological behaviour (thoughts, feelings and actions) of people that have continuity in time and that may not be easily understood as the sole result of the social and biological pressures of the moment.

1.4.1. Characteristics of Personality

1. Personality is self – consciousness;

2. It is through and through social;

3. It is dynamic;

4. It is the product of heredity and environment;

5. It is adjustable;

6. It is unique;

7. It is integrated and functions as a whole;

8. It is assessable.
1.4.2. Determinants of Personality

Personality is the outcome of a continuous personal quality development process. The role of personality becomes clear in a particular situation. Personality is recognised in a situation. It is the result of personal quality interaction in a particular condition. The major determinants of personality of an individual are given below:

**Biological Factors**

**Heredity:** Heredity refers to those factors that were determined at conception. Physical stature, facial attractiveness, sex, temperament, muscle composition and reflexes, energy level, and biological rhythms are characteristics that are generally considered to be either completely or substantially influenced by one’s parents; that is, by their biological, physiological, and inherent psychological makeup. The contribution of heredity to personality development is vividly clear for developing external appearance, behaviour, social stimuli, self inner awareness, organising traits, etc.

**Brain:** Brain has a great impact on personality. The psychologists are unable to prove empirically the contribution of human brain in influencing personality. Father and children generally adopt the same type of brain stimulation. The differences are caused by environment. Electrical Stimulation of Brain (ESB) and Split Brain Psychology (SBP) are the outcome of genetic transmission. They are helpful in moulding a person’s behaviour.

**Physical Features:** The most outstanding factor that contributes to personality is the physical stature of an individual. An individual's external appearance is proved to be having a tremendous effect on personality. For example, the fact that a person is short or tall, fat or thin, handsome or ugly, black or whitish will undoubtedly influence the person's effect on others and in turn will affect the
self-concept. A person's physical characteristics may be related to his approach to the social environment, to the expectancies of others, and to their reactions, to him. These in turn may have impact on personality development.

Environment

**Cultural Factors:** The accepted norms of social behaviour are known as culture. Culture was traditionally considered as the major determinant of an individual's personality. The way in which people behave with others and the driving force of such functions are considered significant components of culture. The ideology of the culture is imitated by the following generations. The personality attributes of independence, aggression, competition and cooperation are the outcome of cultural interaction.

**Religion:** Religion plays a significant role in shaping one's personality. Hindus have different personalities from those of Sikhs and Muslims. Children in Hindu society learn from the very beginning about hard work and god-fearing attitudes. Christians are open, independent, and cooperative.

**Family:** Children learn from their parents, sisters and brothers. Family is the first factor affecting personality development, after hereditary characteristics are endowed. Rich people have different personalities from those of poor. Children nurtured under a warm, loving environment are positive and active as compared to children neglected by their parents.

**Parental Influences:** The positive and negative personalities of children are dependent on their parent’s characteristics and mutual behaviour. Children develop negative personalities if their parents don't have good relationship. Proper parental guidance to children makes them active and efficient.
Situation: Situation further influences the effects of heredity and environment on personality. An individual's personality, while generally stable and consistent, does change in different situations. Different demands in different situations call forth different aspects of one's personality.

It has been observed that many arrogant and indisciplined persons become humble and disciplined in a particular situation. Those having a criminal background may become powerful and strong administrators, dominant politicians, etc.

1.4.3. Personality Traits

Introvert and Extrovert

Introverts refer to the maladjusted behaviour of withdrawing oneself totally from the social world and remaining aloof. Some pupils in the class may remain ‘isolated’. Severe introversion may lead to antisocial behaviour. Introverts have the opposite trait such as highly reserved, shy, like to be aloof, attracted by solitary pursuits like study, rigid, highly reliable, persistent, and realistic.

Extroverts are described by Eysenck as “outgoing” relatively uninhibited, fond of activities which bring them into contract with other people, not attracted by solitary pursuits like study, crave for excitement, are aggressive, unreliable, easy going and optimistic.

Introverts lack the social exuberance and activity levels of extroverts. They tend to seem quiet, low-key, deliberate, and less involved in the social world. Their lack of social involvement should not be interpreted as shyness or depression. Introverts simply need less stimulation than extroverts and more time alone. They may be very active and energetic, simply not socially.
Perfectionism

Perfectionism is a personality disposition characterized by an individual striving for flawlessness and setting excessively high performance standards, accompanied by overly critical self-evaluations and concerns regarding others' evaluations. It is best conceptualized as a multidimensional characteristic, as psychologists tend to agree that there are both negative and positive aspects of perfectionism. In its maladaptive form, perfectionism drives individuals to attempt to achieve an unobtainable ideal, and their failure to meet their expectations and cause psychological distress. Adaptive perfectionism can motivate people to reach their goals, and they derive pleasure from doing so.

Perfectionists have also been described as those who strain compulsively and unceasingly toward unobtainable goals, and who measure their self-worth with their productivity and accomplishment. Pressuring oneself to achieve such unrealistic goals inevitably sets the individual up for disappointment. Perfectionists tend to be harsh critics of themselves, when they do not meet the standards they set for themselves.

Conscientiousness

Conscientiousness refers to the degree to which a person is organized, systematic, punctual, achievement-oriented, and dependable. Conscientiousness is one personality trait that uniformly predicts how high a person’s performance will be across a variety of occupations and jobs. Finally, it seems that conscientiousness is a valuable trait for teachers. Highly conscientious people are more likely to be highly motivated when compared with those who are not conscientious.
**Self-Reliance**

Self-reliance is the parent of many virtues. The self-reliant man is patient and persevering. He does not envy others, nor does he think of begging favours of others. He faces his misfortune with a quiet courage. Therefore Emerson calls self-reliance 'the essence of heroism', 'the first secret of success'- The self-reliant man feels neither fear nor shame to labor with his own hands, if necessary. He is always learning new lessons, gathering valuable experience. His example is an inspiration and his achievement is an example to others. This confidence in him wins him the confidence of others.

**Adjustment**

The term adjustment refers to the extent to which an individual's personality functions effectively in the world of people. It refers to the harmonious relationship between the person and the environment. In other words, it is the relationship that comes among the organisms, the environment and the personality. A well adjusted personality is well prepared to play the roles which are expected of the status assigned to him within given environment. Adjustment is the relationship which comes to be established between the individual and the environment.

**Self-Concept**

Self-concept may be defined as the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence. Self-concept is the image of ourselves we form in our mind. It's similar to self-image. It's how we perceive ourselves in terms of our strengths and weaknesses. We are not born with a self-concept. The values and opinions of others influence the formation of our self-concept, especially in our early childhood.
It is important that we have an ideal self-concept because it determines our behaviour, and thus our interactions with others. How we perceive ourselves on the inside influences our actions, feelings and behaviour on the outside. The self-concept is how we think about and evaluate ourselves. To be aware of oneself is to have a concept of oneself. The term self-concept is a general term used to refer to how someone thinks or perceives about themselves. It is an important term for both social psychology and humanism.

1.4.4. Personality Traits of a Teacher

It is important for teachers to be friendly and approachable so that pupils feel that they can come to them for advice. The teacher should be able to communicate with lots of different types of people because they will be teaching a range of pupils with different personalities. A great teacher will always be firm but fair. They need to find the right balance between being kind and fun and being tough and strict.

Many people do not realize that a fun loving personality is fairly important for a teacher. Pupils need to learn and work hard, but they won’t be interested in doing this if both the work and the teacher are boring and not very engaging. Another great personality trait for a teacher is imagination and the ability to be creative and try new things. Teachers need to come up with new and interactive ways of teaching their subject that is both educational and interesting. Teachers have to follow very strict structure but there is certainly a room for a bit of flexibility and creativity when meeting objectives.

Teachers also need to be very responsible and organised in everything that they do. Taking care of children and teenagers is an important job that has a great
deal of responsibility. Lessons need to be planned in advance so that every lesson is structured and productive.

1.5. INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

ICT include electronic networks embodying complex hardware and software linked by a vast array of technical protocols embedded in networks and services that affect the local and global accumulation flows of knowledge. ICT covers internet service, telecommunication services, information technology (IT) services, media broadcasting, libraries, documentation centres, commercial information providers, network-based information services and other related information-communication activities.

Foster (1994) defines IT as 'the group of technologies that is revolutionizing in handling of information' and embodies a convergence of interest between electronics, computing and communication. IT and ICT are same technologies; ICT encompass technologies that can process different kinds of information; voice, video, audio, text and data are the different forms of communications among human agents, among humans and information systems.

Duncombe and Heeks (1999) says that ICT as an “electronic means of capturing, processing, storing and disseminating information”. ICT stands for Information and Communication Technologies. This term is now widely used in educational research, policy and practice. It replaces the older term; “IT” is most often used in reference to computers and the Internet. ICT can be defined as anything which allows us to get information, communicate with each other, and have an effect on the environment using electronic or digital equipment in learning. So ICT is a
learning technology, while someone other than educationalists describes it as technology.

Now ICT is becoming a ubiquitous component of the physical and social world occupied by young children. It is an important part of the private and work life of the children’s learning and development. Therefore, ICT in education has an effect on the people and the environments that surround young children’s learning and their well-being. In education the term ICT could include the following types of hardware and software such as Computer and Internet; Digital still and video cameras; Programmable toys; Data projectors, electronic whiteboards and other electronic gadgets; Videoconferencing technologies and closed-circuit television; Telephones, fax machines, mobile telephones, tape recorders, interactive stories, simulated environments and computer games offers new opportunities to strengthen many aspects of education practice.

1.5.1. Role of ICT Education

Education policymakers and planners must be clear about the educational goals and outcomes being targeted. These broad goals should guide the choice of technologies and their modalities to be used in education. There are five levels of technology use in education. They are: presentation, demonstration, drill and practice, interaction and collaboration.

In these, levels of ICT; print, audio/video cassettes, radio and TV broadcasts, computers or the Internet may be used for presentation and demonstration except for drill and practice. On the other hand, networked computers and internet are the ICT sources that enable interactive and collaborative learning. Educational field needs three general approaches to the instructional use of computers and the Internet, namely;
i. Technological literacy,

ii. Curriculum; and

iii. Technological skills and curriculum applications.

**Technological Literacy**

Technological literacy is required for learning technologies to be possible before they have learned. However an attempt to integrate learning about computers and the Internet focuses on:

i. Basic fundamentals; concepts and operations of ICT gadgets.

ii. Use of Hardware and Software.

iii. Use of research and collaboration tools of Internet.

iv. Basic skills in using programming and authoring applications and

v. Developing an awareness of the social impact of technological change

**Curriculum**

The curriculum encourages teachers to introduce children to a wide range of ICT resources to support their learning. Computers play an important role but there are number of other ICT appliances and applications that should be provided within an early years setting. In this regards, teachers have to encourage and help their students in ICT based learning. Encourage children to observe and talk about the use of ICT in learning environment.

**Technological Skill**

Learning through computers and the Internet combines learning about curriculum-related activity as well using ICT application in the class needed for achieving learning outcomes; Evaluation of learning resources; Applying teaching strategies where ICT supports teaching and learning; Organising the class and the
classroom when making use of ICT to achieve learning outcomes; Displaying a knowledge and understanding of the characteristics of information and its role in learning;

1.5.2. ICT and Teacher Education

Today we are in an era of ICT education at our teaching-learning process changing the innovative teaching learning process through use of ICT implications. So the teacher education in India is being overhauled and redesigned to include the changes that are taking place across the world. Therefore these innovative ICT developments posed questions on capacities of the organizations, infrastructure development and ICT provisions in teaching and learning. But there is a large gap between the ICT and the teaching-learning practiced.

Sensing the lack of ICT educated human resources; NCTE has started ICT literacy camps for teacher educators throughout India. They targeted around 100 TEIs in countrywide camps and making interactive experience by providing a series of self learning CDs developed by the NCTE. In this mode NCTE covered a large number of TEIs and could motivate the teacher educators to use computers in various activities of teaching learning.

Then NCERT conducted Computer Literacy Programmes for teachers from the vocational and technical education streams and it was followed by Indian Society for Technical Education (ISTE) organizing Management Information System series for Higher education teachers funded by the UGC. Apart from these statutory bodies and Government organizations, various corporate sectors such as INTEL, WIPRO have actively incorporated technology enabled teacher development programmes. Some of these initiatives are providing Teacher Training through use of
ICT Technology within the institutes as well as providing the opportunity to practice at their school teaching. Today’s world is filled with ICT and computer is in every part of human life and it is leading the educational field from digital learning to mobile learning.

1.5.3. Need of ICT in Teacher Education

Computers are widely used in education as providing instructions and as calculation tools. With the help of ICT, Teachers can prepare computer based educational materials and the students can interact with these materials to their own pace of learning. Hence ICT will provide drill on basic concepts, diagnoses and treats the weakness in preparation and comprehension. Although computers are used to supplement education in many institutions around the world, only a few schools and colleges have whole courses involved in computer in a major way.

In educational system, the educational instruction has changed from a chalkboard to television then computer and now Internet. Computers can be used in teacher education in different ways due to the following reasons;

i. To reinforce present educational system.

ii. To revolutionise the present educational system.

iii. To facilitate collaborative learning between classes.

iv. To lay the foundations for the future systems of education.

v. To nurture the ICT competence in teaching-learning process.

vi. To participate and contribute to professional online communities.

vii. To elect an appropriate ICT applications to enhance professional effectiveness
viii. To plan and implement appropriate and manageable changes through ICT in practice and

ix. To access and use ICT resources such as the Internet and e-mail for the benefit of teaching learning process.

Therefore, if we introduce computer teaching in teacher education in their timetables, schedules, uniform curricula, grades, examination and class work the result will be interesting one. Hence it is better to enhance the communication and presentation skills of the student teachers by motivating them through dissemination of best ICT practices in the field will make more online and IT culture across the nation for the prospective teachers’ ICT awareness.

1.5.4. ICT Awareness for Teachers

Many years ago, computer in education was unknown to teachers as well as students. Now-a-days, almost all distance education programmes and its assignment submission are through computers and its applications such as e-mail, virtual learning, search engines etc. This awareness is technical and technological, browsing or surfing, designing or authoring, communicating or teaching and maintenance awareness must be needed for an effective teacher to teach effectively in their classroom.

*Technical and Technological Awareness*

Every teacher should know about the technique of operating the computer and its accessories as well as the electronic media which supports its peripheral parts during teaching learning process. For example, if we take video conferencing, the
teacher should know about the techniques of operating the web or video camera to lively telecast and view the teaching learning programmes.

**Browsing or Surfing Awareness**

The modern teacher should know about the browsing or surfing the website and cyber rules of internet and the threats from internet as well as electronic media which supports its peripheral parts during teaching-learning. Teacher should be well versed in sending e-mails, taking notes for the students from internet as well as he/she must have the awareness to teach and learn for the online / virtual classroom and also know about the use of blogs, wikis and digital libraries in his/her classroom.

**Designing or Authoring Awareness**

The ultra modern teacher should know about designing or authoring a website for his / her students and the rules of internet and its threats also the digital copy rights of the website that he/she designs for teaching-learning process. Teacher should be well versed in making his/her social networks of web applications such as blog, web, wikis and digital library with proper information to surfing as well as notes or reference to learn from the web. Finally teacher should give assignments with a due date to submit it and after evaluation its feedback would be in the Internet.

**Communicating or Teaching Awareness**

The versatile teacher should be a problem solver, good communicator, friend, guide and philosopher. If we teach online, the students’ mentality will be affected drastically. So, the teacher should make the student to understand with a proper communication, information and good knowledge with relevant examples. So, the teacher should have awareness of communication to overcome the technological
and other technical problems through his psychological teaching awareness of communication.

**Maintenance or Hardware / Software Awareness**

Every efficient teacher should have the awareness to maintain the computer from e-mail threats, computer viruses such as trojan, spy ware and malware etc. So the teacher should have the awareness of maintaining the computer and basic idea to block these threats. Otherwise, the classroom teaching through computer would be affected due to these threats or the computer may become slow.

Apart from the ICT awareness, the teacher also needs an idea in teaching learning process to manage their students by selecting the content for teaching through ICT; understanding the learner and presenting the content to their learners.

**1.5.5. ICT Awareness and Teaching**

ICT awareness in teaching learning process needs knowledge of selecting the content suitable for teaching and locating its information in an order. After that organizing its content for teaching-learning and it is followed by evaluating the teaching through ICT technologies and they are given below:

**Understanding**

The first step in the ICT awareness is to clarify and understand the requirements for the problem or task for which information is sought. Basic questions asked at this stage:

a) What is known about the topic?

b) What information is needed?

c) Where can the information be found?
Locating

The second step is to identify sources of information and to find those resources. Depending upon the task, sources that will be helpful may vary. Sources may include books; encyclopedias; maps; almanacs; etc. Sources may be in electronic, print, social book marking tools, or other formats.

Selecting / Analyzing

Step three involves examining the resources that were found. The information must be determined to be useful or not useful in solving the problem. The useful resources are selected and the inappropriate resources are rejected.

Organizing / Synthesizing

It is in the fourth step that information which has been selected is organized and processed so that knowledge and solutions are developed. Examples of basic steps in this stage are; (i) Discriminating between fact and opinion; (ii) Basing comparisons on similar characteristics; (iii) Noticing various interpretations of data; (iv) Finding more information if needed and (v) Organizing ideas and information logically

Creating / Presenting

In the above four, the information or solution is presented to the appropriate audience in an appropriate format. It may be in written form or presentation or drawings, illustrations and graphs are presented through use of modern technologies. In the fifth step the prepared information are presented or created in front of the learner.

Evaluating

The final step involves the critical evaluation of the completion of the task or the new understanding of the concept. Was the problem solved? Was new knowledge found? What could have been done differently? What was done well?
So the modern teacher should equip him/herself with the latest technologies of ICT. Then only they can survive in their teaching otherwise their experience will become outdated and the students may dominate their classroom, because, everyone are utilizing ICT facilities in their day to day activities.

1.5.6. Use of ICT Education

ICT is providing its users to utilize its resources throughout the world at anytime and anywhere. Due to this facility from ocean of knowledge through internet; the teachers, students can utilize it for their teaching-learning.

Anytime and Anywhere

On defining feature of ICT and its ability transcend time and space. ICT make possible asynchronous learning to its learners. For example, online course materials can be accessed 24 hours of a day and 7 days a week. Additionally ICT teleconferencing technologies enable instruction to be received simultaneously by multiple, geographically dispersed learners.

Learning Resources

Teachers and learners no longer have to rely on printed books and other materials in physical media housed in libraries for their educational needs. With an Internet; a wealth of learning materials in every subject and variety of media can be accessed from anywhere at any time of the day. This is significant for schools in developing countries and even some in developed countries have limited and outdated library resources. So ICT facilitates provide access to resource persons, mentors, experts, researchers, professionals, business leaders and peers all over the world.
Motivating in Learning

ICT technologies such as videos, television and multimedia computer software are used to provide challenging and authentic content that will engage the student in the learning process. Interactive radio makes use of sound effects, songs, dramatizations, comic skits and other performance conventions to compel the students to listen and become involved in the lessons being delivered.

Easy to Produce and Manage

ICT ensures that the useful resources can be easily designed and produced with little technical knowledge, ambitious ideas, reusability and depend upon technical expertise in their production and distribution. It is easy to design quickly for a teaching-learning objective. Reusability of learning content is desirable for economic reasons and giving faster learning.

1.6. TEACHING

Today the teachers should know how to solve problems and contribute with potential towards institutional goals as well as towards the welfare of the society and the nation. Teaching is not a simple process, it might take different forms. It includes training, instruction and development of understanding as well as cognitive processes and abilities including critical thinking. Smith (1961) defines teaching as a system as actions to induce learning. He classified teaching activities in cognitive and affective activities of teaching. The logical activities in teaching are explaining, concluding, informing, reasoning, demonstrating, defining and comparing.

Gagne (1962) defines “teaching is a form of interpersonal influence aimed at changing the behaviour potential of another person”. Edmund Amid son (1967)
defines teaching as a process. The teaching activities are those which a teacher performs in his classroom teaching. The strategic activities of teacher and comparing the strategic activities of teaching are motivating, counseling, evaluation, planning, encouraging, disciplining and questioning.

Teaching is a central responsibility of the teacher. Good teaching is the main criterion of a teacher. Teachers should have insight and energy for this demanding job. The human environment should be accepted by each student. Thus teaching is an art, a science and a skill.

1.6.1. Good Teaching

Good teaching is not only motivating students to learn, but teaching them how to learn and doing so in a manner that is relevant, meaningful and memorable. It is about caring and conveying affection to everyone. Good teaching is treating students as consumers of knowledge. It is about doing the best in the field, reading sources in the areas of expertise and being at the leading edge as often as possible.

Good teaching is bridging the gap between theory and practice by immersing the learner in the field, talking, consulting and assisting practitioners and liaison with their communities. Good teaching is about listening, questioning, being responsive and remembering each student of different classes. It's about eliciting responses and developing the oral communication skills of the quiet students and pushing the students to excel at the same time.

1.6.2. Requirements for Teaching

The basic requirements of teaching are knowledge, communication, interest and respect for students.
**Knowledge**

Basic quality of a good teacher is exactly about the knowledge of the subject. This is a prerequisite deciding what teaching method to use for their students' background knowledge, environment and their learning goals as well as standardized curricula. The teacher should be able to deal with students of different abilities and learning disabilities. Many times, teachers assist in learning outside of the classroom by accompanying their students in field trips. The increasing use of technology has begun to shape the way teachers approach and their role in the classroom.

**Communication**

The good teachers possess the ability to communicate and expertise with their students. The identification and articulation of the learning goals and objectives provides the foundation, serve as the contract between the instructor and student in defining the content and syllabus. Communication is a crucial step in assuring an effective learning experience. When learners interact with one another, with an instructor and with new ideas then new information is acquired, interpreted and made meaningful. Such interactions form the foundation of a community of learners.

**Interest and Respect**

A good teacher starts with a firm knowledge of the subject and builds on that with a clarity and understanding designed to help students master the material. The best teachers then go one step further. Because good teachers are interested in the material being taught and making the class interesting and relevant to the students. Good teachers have a deep-seated concern and respect for the students in the classroom. That only drives them to do a concern and respect for the students in their classroom.
1.6.3. Effective Teaching Techniques

We can say as many as basic requirements for an effective teaching. Where as effective teaching techniques are the some other techniques needed for a better teaching as given below;

i. Selecting materials, teaching aids and methods which will facilitate the learning process and stimulate the desire for further learning.

ii. Teaching by use of suitable variety of teaching methods, visual and oral presentations, recitations, directed group effort, experimentation, special projects and field trips.

iii. Endeavouring to assure that material taught is applied in such a manner so as to develop a pattern of undergoing for future use in other areas.

iv. Endeavoring to obtain and maintain pupil interest and attention so that teaching is done in respective environment.

v. Encouraging and guiding critical thinking by pupils.

vi. Developing desirable work and study skills and habits.

vii. Enlisting pupil participation in the less planning process.

viii. Handling the proper classroom management.

ix. Analyzing and evaluating the effectiveness of various teaching techniques in order to improve the learning process.

x. Meeting the needs, background and capacities of the children being taught with an expected update and conscious of various explosions.

xi. Co-operating with all co-workers and exchanging ideas in order to improve and provide a variety of approach on the teaching situation.

xii. Adjusting the classroom environment and instruction to address important contextual characteristics of the classroom.
xiii. Employing a variety of instructional resources to help students attain learning goals and to offer them new opportunities to explore important ideas or to learn new skills that have relevance to their lives.

xiv. Using multiple assessment methods that appropriately measure learning gains, towards the selected goals.

xv. Exploring students’ understanding and thinking processes while evaluating the effectiveness of their teaching.

xvi. Analyzing student learning by examining individual, small group and whole class achievement.

xvii. Using the analysis of student assessment to guide instruction, to provide feedback to students and to plan for professional development and

xviii. Providing credible evidence of their instructional effectiveness through student performance.

Since the competent teacher can have the chance to interact with students of different ages from infants to adults and also the students of different abilities and learning disabilities. Therefore, a student-teacher can follow some of these techniques for an effective teaching competency at their college of education. Before knowing the meaning of teaching competency, it is essential to know about competency.

1.6.4. Competency

Competency is having knowledge, skills and attitudes required to perform duties of a specific profession. Competency is a term used extensively by different people in different contexts. So it is defined in the context of Teacher education and performances of a student teacher. Competencies are the requirements of a competency based teacher education, which includes knowledge, skills and values the trainee teacher, must demonstrate for successful completion of the teacher education
programme. Competencies are having number of instructional and related activities to be performed by the teacher inside and outside the classroom. These activities are of varied types and used for evaluation of teachers at different stages namely; student-teachers, beginning teachers and experienced teachers.

Because the competencies are observable it’s possible to measure and also possible to assess a competency from the performance of a teacher. It is not necessary that all competencies of a teacher have the same extent of knowledge, skill and attitude. There may be some competencies of a teacher which have the same extent of knowledge, skill and attitude, whereas, same competencies may be skill/performance loaded.

### 1.6.5. Characteristics of Competency

In teaching competency, competency and its characteristics are important and some of the characteristics which play a vital role in teaching learning are;

i. Creating Trust – Being consistent and fair by keeping the confidence.

ii. Team working – Ability to work with others to achieve shared goals.

iii. Respect for others – Underlying belief that deserve respect of individual.

iv. Developing potential – Develop the long term capabilities and potential of others.

v. Communication – Ability to communicate effectively with a wide range of personnel.

vi. Managing pupils –Ability to provide clear direction and motivate the pupils.

vii. Challenge and support – Commitment to do everything possible for each pupil and enable them to be successful

viii. Enduring Resilience – Actively manages emotions and energy.
Apart from competency and its characteristics; it’s important to know about the teaching competency of teacher or student-teacher is important for a better teaching. It’s essential for a teacher to know about psychology of classroom to handle classes as well as the technology of handling the gadgets that are used for supplementing the classroom teaching.

1.6.6. Teaching Competency

In modern world, the role of teacher is considered to be more instrumental than anybody else in helping pupils and imbibing right knowledge, value, attitude, habits and skills necessary to cope with the future world. Teaching is basically a competency based process. Teaching competency refers to the conduct of instruction, posing questions, showing approval, engaging instructions in the class that a teacher performs in the class. Mathew (1978) defines teaching competency as the ability of a teacher manifested through a set of teachers’ classroom behaviours which is a resultant of interaction of teaching in a social setting. Desai and Despande (1976) say that teaching competency is teaching performance of teachers or student-teachers taking into an account of various teaching skills displayed in the classroom.

Edmund Short (1985) attempted to clarify the confusion by presenting four different concepts of teaching competency. (i) Competence is taken as behaviour or performance of doing things independently for a purpose or intent. (ii) Competence is taken as command of knowledge or skills involving appropriateness. (iii) Competence can be seen as level of capability which involves a value judgment and (iv) Competence involves the quality of a person or state of being, including more than characteristic behaviours; performance, knowledge, skills, sufficiency and relevancy such as intent, or motives or attitudes or particular qualities. Therefore; teaching competence can exist qualitative conceptions of teaching, developmental and
contextual variations in the outcomes desired from teaching range from increased standardized objectives expressed in terms of performance, instructional skills and competence.

Taylor et.al (1990) has advised that the major thrust of teacher education programmes is to maximize the professional competence of teachers. The identification and determination of teaching competence are crucial in teacher education and development. An effective organisation of teaching competence activities would require that a teacher possesses a certain amount of knowledge, attitudes and skills is known as teaching competence. In other words, teaching competence refers to "the right way of conveying units of knowledge, application and skills to students".

According to Venkatiah (2001); teaching competency is defined as any knowledge, skill or professional value; which may be said to be professional value; which may be said to be the successful practice of teaching and its ability or skill to teach effectively. It is also largely depending on personal competence related to ability, attitude, skill and personal qualities. Any definition of teaching competence depends on teaching to the different culture and values held in the community. It also depends on the innumerable teacher and student characteristics and the classroom context.

In Teacher Education Programme, student teaching competencies are the necessary skills and abilities for teaching in a school is defined in a set of competence. This competence is not only seen as a set of behaviour but also seen as the quality of a person at a certain stage of development in teaching. Therefore, informations are asked to indicate their perceived competence of student teacher, is the means of estimating what they perceive his / her level of capability as comparison
before and after teaching practice in the course of study. Thus Student teachers' 
competence is the reflection of their perception of their abilities, development and 
their Teaching Practice.

1.6.7. Classifying Teaching Competency

There are different ways of classifying teacher competencies. Before 
classifying teaching competency; one has to look at it in terms of teacher functions. 
Essentially, teachers have two major roles in the classroom and they are; (i) to create 
the conditions under which learning can take place i.e. the social side of teaching and 
(ii) to impart, by a variety of means, 'knowledge' to their learners - the task oriented 
side of teaching. These major roles could be termed as management functions and 
instructional functions. Where these roles could complement each other as the latter 
would be more or less impossible without one another. In practice, it is very difficult 
to separate the two and often, one performs both functions simultaneously.

Classifying teacher competencies includes planning and knowledge of 
subject matter. They are given as; Planning includes Setting objectives, Need 
analysis, Selecting content, selecting method, preparing teaching materials and 
preparing evaluation tools for teaching and Interaction in classroom includes 
Diagnosing, Motivating, Presenting, Questioning, Controlling, Discussing, 
Evaluating, Providing feedback and Answering to their learners.

One-more way of classifying teacher competencies, according to the 
National Council for Teacher Education (1993) are; (i) Content Competencies; 
(ii) Evaluation Competencies; (iii) Contextual Competencies; (iv) Conceptual 
Competencies; (v) Management Competencies; (vi) Transactional Competencies; 
(vii) Competencies Related to working with Parents; (viii) Competencies Related to
other Educational Activities and (ix) Competencies related to working Community
and other Agencies. With these classifications, the student teacher or secondary
teacher education student of teacher education programme will be evaluated in the
college of education. Because prospective teachers are trained to become an effective
teacher through teacher educations programme.

1.6.8. Prospective Teachers

Prospective teachers are the student teachers who undergo a pre-service
training on learning process that provides experiences for development towards good
teaching. A secondary teacher education student also called pupil-teacher. Student
teacher is the student of college of education, who is teaching under the supervision
of a certified teacher in order to qualify for a degree in education. This term is also
often used interchangeably with "Pre-Service Teacher." It is a much broader term to
include those students studying the required coursework in pedagogy as well as their
teaching methodology before entering the supervised teaching of their training
programme.

So the Secondary teacher education students are future teachers or
Prospective B.Ed teachers, who are experiencing their pre-experiences at colleges of
education and going to work in middle schools or high schools or higher secondary
schools as per their basic degree in their discipline apart from Bachelor of Education.
Prospective teachers are the students of College of Education, who are undergoing
training in teaching skills to become teacher at high and higher secondary level after
the one year professional course; bachelor in education. Their entry qualification is
post graduation or graduation in any subject with the required percentages in their
main subject. A Bachelor of Education (B. Ed.) is an undergraduate academic degree
which qualifies the graduate as a teacher in schools. To gain the qualification the
student is required to have a previous or progress towards a bachelor’s degree, usually in the field that the student wishes to teach.

1.7. SIGNIFICANCE OF THE STUDY

The prime function of education is to draw out the potentialities of the child and develop them to meet the challenging situations in life. Proper education will keep the child to understand the society and to adjust with the social environment. It is in the school that positive attitude towards life and work is developed. Personality development is the concern of every individual of the society and of the world at large. The home is the first institution which forms the base for the child's character and personality. Next to home, teacher is the strengthening and the basement of the child who helps to mould their personality. It is axiomatic that the younger generations of today, have a significant part to play in the development of the country.

Smith (1969) in ‘Teachers for the Real word’ remarks, “If a student is to be prepared for the evolving world, then an essential attribute of effective teacher is awareness of the realities of the world”. So, the prospective teachers have a great role in moulding future generation. For a better teaching, they should have better knowledge in psychology, technology and teaching. Hence, the investigator proposes to analyse the influence of personality on ICT awareness and teaching competency of prospective teachers.

The influence of personality is highly determining the teaching competency of prospective teachers. Prospective teachers with strong personality can adjust with the environment and they can acquire better academic ability as well as creativity. The ICT awareness of the prospective teachers on Students are influencing
them to update their subjects as well as technological skills during their teaching-learning. ICT awareness refers to technological skills related with Information, Communication and Technology. Teaching Competency is the teaching ability or preparedness of the prospective teachers to handle their class with a successful classroom communication. So the investigator proposes to study the variables personality, and ICT awareness on teaching competency of the prospective teachers.

1.8. STATEMENT OF THE PROBLEM

“INFLUENCE OF PERSONALITY AND ICT AWARENESS ON TEACHING COMPETENCY OF PROSPECTIVE TEACHERS.”

1.9. OPERATIONAL DEFINITIONS

The investigator adopted the following operational definitions for the terms used in this title.

1.9.1. Influence

An action exerted by a person or thing with such power on another to cause change. It refers to the relationship among the variables.

1.9.2. Personality

According to Allport, “Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to the environment”. In this study personality refers to the personality traits of the individuals. The traits are perfectionism, conscientiousness, self-reliance, adjustment and self-concept.

1.9.3. ICT Awareness

ICT stands for Information, Communication and Technology; ICT refers to usage of electronic devices. ICT awareness refers to knowledge of technical and
technological, browsing or surfing, communicating or teaching and hardware / software skills which are needed for a teacher to teach effectively.

1.9.4. Teaching Competency

Competency will refer to appropriate prior knowledge, skills, attitudes, and abilities in a given context that adjust and develop with time and needs in order to effectively and efficiently accomplish a task and that are measured against a minimum standard. The task under consideration is that of a teacher in a classroom context.

Teaching Competency is the competency of the teacher and their planning and preparation of lessons for teaching, classroom management, knowledge of subject, interpersonal relationship, attitude towards the children, usage of teaching aids and time management during their teaching – learning.

1.9.5. Prospective Teachers

Prospective teachers are the student-teachers who undergo a pre-service training on teaching learning process that provides experiences for development towards good teaching. B.Ed. is skill process, undergoing training in teaching skills at the colleges of education.

1.10. OBJECTIVES OF THE STUDY

1. To find out the level of (i) personality traits (ii) ICT awareness and (iii) teaching competency of prospective teachers.
2. To find out the relationship among (i) personality traits (ii) ICT awareness and (iii) teaching competency of prospective teachers.
3. To find out the influence of (i) personality traits (ii) ICT awareness and (iii) teaching competency of prospective teachers.
4. To find out the significant factors with positive loading of the variables namely personality traits, ICT awareness and teaching competency of prospective teachers.

1.11. HYPOTHESES

1. Personality Traits of Prospective Teachers

1.1. There is no significant difference between male and female the prospective teachers in their perfectionism, conscientiousness, self-reliance, adjustment and self-concept.

1.2. There is no significant difference between day-scholar and hosteller prospective teachers in their perfectionism, conscientiousness, self-reliance, adjustment and self-concept.

1.3. There is no significant difference between day-scholar and hosteller prospective teachers in their perfectionism, conscientiousness, self-reliance, adjustment and self-concept.

1.4. There is no significant difference between married and unmarried prospective teachers in their perfectionism, conscientiousness, self-reliance, adjustment and self-concept.

1.5. There is no significant difference between educational qualification of the prospective teachers and their perfectionism, conscientiousness, self-reliance, adjustment and self-concept.

1.6. There is no significant difference between prospective teachers with computer skills and without computer skills in their perfectionism, conscientiousness, self-reliance, adjustment and self-concept.

1.7. There is no significant difference between prospective teachers with browsing experience and without browsing experience in their
perfectonism, conscientiousness, self-reliance, adjustment and self-concept.

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

1.9. There is no significant difference among Hindu, Christian and Muslim prospective teachers of their perfectionism, conscientiousness, self-reliance, adjustment and self-concept.

1.10. There is no significant difference among men, women and co-education college prospective teachers in their perfectionism, conscientiousness, self-reliance, adjustment and self-concept.

1.11. 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.

1.12. There is no significant difference among prospective teachers of Kanyakumari, Tirunelveli and Thoothukudi districts in their perfectionism, conscientiousness, self-reliance, adjustment and self-concept.

1.13. There is no significant difference among the prospective teachers having Tamil, English, Mathematics, Physical science, Biological science, Computer science, History, Economics and Commerce as their optional-1 subject in their perfectionism, conscientiousness, self-reliance, adjustment and self-concept.
1.14. There is no significant association between the age level of prospective teachers of their perfectionism, conscientiousness, self-reliance, adjustment and self-concept.

1.15. There is no significant association between the educational qualification of the fathers of the prospective teachers of their perfectionism, conscientiousness, self-reliance, adjustment and self-concept.

1.16. There is no significant association between the educational qualification of the mothers of the prospective teachers of their perfectionism, conscientiousness, self-reliance, adjustment and self-concept.

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

1.18. There is no significant association between the occupation of the mothers of the prospective teachers of their perfectionism, conscientiousness, self-reliance, adjustment and self-concept.

1.19. There is no significant association between annual income of the parents of the prospective teachers of their perfectionism, conscientiousness, self-reliance, adjustment and self-concept.

2. **ICT Awareness of Prospective Teachers**

2.1. There is no significant difference between male and female prospective teachers 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.

2.2. There is no significant difference between rural and urban prospective teachers 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.
2.3. There is no significant difference between day-scholar and hosteller prospective teachers 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.

2.4. There is no significant difference between married and unmarried prospective teachers 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.

2.5. There is no significant difference between educational qualification of the prospective teachers 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.

2.6. There is no significant difference between prospective teachers with computer skills and without computer skills 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.

2.7. There is no significant difference between prospective teachers with browsing experience and without browsing experience 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.

2.8. There is no significant difference among SC/ST, MBC, BC and OC 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.
2.9. There is no significant difference among Hindu, Christian and Muslim 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.

2.10. There is no significant difference among men, women and co-education college prospective teachers and 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.

2.11. There is no 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 hardware and software, awareness on network, awareness on e-mail, awareness on the usage of ICT in education and ICT awareness.

2.12. There is no significant difference among the prospective teachers of Kanyakumari, Tirunelveli and Thoothukudi districts 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.

2.13. There is no significant difference among the prospective teachers having Tamil, English, Mathematics, Physical science Biological science, Computer science, History, Economics and Commerce as their 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.

2.14. There is no significant association between the ages 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.

2.15. There is no significant association between the educational qualification of the fathers of the 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.

2.16. There is no significant association between the educational qualification of the mothers of the 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 the occupation of the fathers of the 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.

2.18. There is no significant association between the occupation of the mothers of the 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.

2.19. There is no significant association between the annual income of the parents of the 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.

3. Teaching Competency of Prospective Teachers

3.1. There is no significant difference between male and female the 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.

3.2. There is no significant difference between rural and urban 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.

3.3. There is no significant difference between day-scholar and hosteller 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.

3.4. There is no significant difference between married and unmarried 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.

3.5. 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, skill of using curricular activities and teaching competency.

3.6. There is no significant difference between prospective teachers with computer skills and without computer skills 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.

3.7. There is no significant difference between prospective teachers with browsing experience and without browsing experience 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.
3.8. 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 teaching methodology, skill of using curricular activities and teaching competency.

3.9. There is no significant difference among Hindu, Christian and Muslim 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.

3.10. There is no significant difference among men, women and co-education college prospective teachers and 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.

3.11. There is no 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 aids, skill of using teaching methodology, skill of using curricular activities and teaching competency.

3.12. There is no significant difference among the prospective teachers of Kanyakumari, Tirunelveli and Thoothukudi districts 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.

3.13. There is no significant difference among prospective teachers having Tamil, English, Mathematics, Physical science, Biological science, Computer science, History, Economics and Commerce as their optional-I subject 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.
3.14. There is no significant association between the age of 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.

3.15. There is no significant association between the educational qualification of the fathers 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.

3.16. There is no 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.

3.17. There is no significant association between the occupation of the fathers 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.

3.18. There is no significant association between the occupation 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 annual income of the parents 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.
4.1. Relationship between Personality Traits and ICT Awareness of Prospective Teachers

4.1.1. There is no significant relationship between personality traits and ICT awareness of male prospective teachers.

4.1.2. There is no significant relationship between personality traits and ICT awareness of female prospective teachers.

4.1.3. There is no significant relationship between personality traits and ICT awareness of urban prospective teachers.

4.1.4. There is no significant relationship between personality traits and ICT awareness of rural prospective teachers.

4.1.5. There is no significant relationship between personality traits and ICT awareness of UG the prospective teachers.

4.1.6. There is no significant relationship between personality traits and ICT awareness of PG the prospective teachers.

4.2. Relationship between Personality Traits and Teaching Competency of Prospective Teachers

4.2.1. There is no significant relationship between personality traits and Teaching competency of male prospective teachers.

4.2.2. There is no significant relationship between personality traits and Teaching competency of female prospective teachers.

4.2.3. There is no significant relationship between personality traits and Teaching competency of urban prospective teachers.

4.2.4. There is no significant relationship between personality traits and Teaching competency of rural prospective teachers.
4.2.5. There is no significant relationship between personality traits and Teaching competency of UG prospective teachers.

4.2.6. 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

4.3.1. There is no significant relationship between ICT awareness and Teaching competency of prospective teachers.

4.3.2. There is no significant relationship between ICT awareness and Teaching competency of male prospective teachers.

4.3.3. There is no significant relationship between ICT awareness and Teaching competency of female prospective teachers.

4.3.4. There is no significant relationship between ICT awareness and Teaching competency of urban prospective teachers.

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

4.3.6. There is no significant relationship between ICT awareness and Teaching competency of UG prospective teachers.

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

5. Influence of Personality Traits and ICT Awareness on Teaching Competency of Prospective Teachers

5.1. There is no significant influence of perfectionism and ICT awareness on teaching competency of prospective teachers.
5.2. There is no significant influence of conscientiousness and ICT awareness on teaching competency of prospective teachers.

5.3. There is no significant influence of self-reliance and ICT awareness on teaching competency of prospective teachers.

5.4. There is no significant influence of adjustment and ICT awareness on teaching competency of prospective teachers.

5.5. There is no significant influence of self-concept and ICT awareness on teaching competency of prospective teachers.

6. Factor Analysis

6.1. There is no 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 e-mail, awareness on the usage of ICT in education and ICT awareness on professional commitment, skill of classroom management, skill of using teaching aids, skill of using teaching methodology, skill of using curricular activities and teaching competency.

1.12. DELIMITATIONS

i. The study was limited to the prospective teachers of three districts namely Kanyakumari, Tirunelveli and Thoothukudi.

ii. Only B.Ed. students studying in colleges of education are considered for the study.

iii. The investigator had chosen aided, autonomous and self financed colleges of education.
iv. In this study, personality inventory has been limited to five traits namely perfectionism, conscientiousness, self-reliance, adjustment and self-concept.

v. In this study, ICT awareness scale has been limited to five dimensions namely awareness on basics of ICT, awareness on hardware & software, awareness on network, awareness on e-mail and awareness on the usage of ICT in education.

vi. In this study, teaching competency scale has been limited to five dimensions namely professional commitment, skill of classroom management, skill of using teaching aids, skill of using teaching methodology and skill of using curricular activities.