CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

Reviewing related literature in the researcher’s relevant field is very much important in educational research. For any worthwhile study in any field of knowledge, the researcher needs an adequate familiarity with the work, which has been already done in the area of his/her choice. In review of related studies, the researcher attempts to know what others have found out in his/her research area. This helps to determine and exactly locate the study in its right perspective.

2.2. NEED OF RELATED LITERATURE

According to John W. Best (1989); “A summary of the writings of recognised literatures and of research provides evidence that the research is familiar with what is already known and what is still unknown and untested”. Since effective research is based upon the past knowledge, this step helps to eliminate duplication and replication of research done earlier and provides useful hypothesis and helpful suggestions for significant investigations. Therefore a researcher has to go through all the related literature and relevant studies. Here the investigator has classified and presented the studies into two; reviews related to Indian and Foreign studies.

2.3. STUDIES RELATED TO PERSONALITY

2.3.1. In India

Junjan Trivedi and Bharti Shandilya (2000) Personality traits viz curiosity and creativity and the academic achievement of early adolescents.

The objectives of the study (i) To find out the spread of the traits of curiosity and creativity amongst the selected adolescents. (ii)To find out whether
there is a relation between curiosity and the academic achievement of the adolescents.

(iii) To find out whether creativity is related to the academic achievement of the adolescents. The sample of the study consisted of 120 children studying in VIII standard of different schools situated within the municipal limits of Jodhpur city. The findings were (i) The present group of adolescents stands little above than average on curiosity. (ii) Curiosity has slightly negative though non significant correlation with academic achievement scores. (iii) Creativity of the test scores had insignificant correlation with academic achievement scores confirming hypothesis.


The objectives of the study were (i) To study the cognitive process of teacher trainees of B.Ed. course; (ii) To find out the correlation, if any, between cognitive process and sex, locality, management and type of college of teacher trainees; (iii) To find out the correlation, if any, between cognitive process and hemisphericity and personality of the teacher trainees; (iv) To find out the interaction, effects, if any, of sex and locality, sex and subject and sex and management on cognitive process of teacher trainees. The major findings of the study were (i) There was significant relationship between the cognitive process and sex, locality and management. The women teacher trainees are at a higher level than the men teacher trainees; the urban teacher trainees are at a higher level than the rural teacher trainees; the teacher trainees studying in the government colleges of education are at a higher level than the teacher trainees studying in the private colleges of education in their cognitive processes. (ii) There was significant relationship between cognitive process and hemisphere dominance. The right hemisphere dominant teacher trainees are at a higher level than the left hemisphere dominant teacher trainees in their cognitive
process. (iii) There was significant relationship between cognitive process and personality types. The extrovert teacher trainees are at a higher level than the ambivert teacher trainees in their cognitive process. (iv) There was no interaction of sex and locality, sex and subject of specialisation and sex and management of the colleges of education on cognitive process of the teacher trainees.

**Lingam (2002)** Personality correlates of University level Athletes.

The hypotheses of the study: (1) There are no differences in the personality traits of Sportsmen and Non-Sportsmen. (2) There are no differences in the personality traits of individual sportsmen and team sportsmen. The sample for the present study consisted of 200 University sportsmen of team events (50 each) from Volley Ball, Foot Ball, Basket Ball and Hockey events, 200 sportsmen of individual events (50 each) from the events of Cycling, Athletes, Boxing, Squash Rackets representing various Universities during the inter University Tournaments organized by Association of Indian Universities, and 200 Non-sportsmen selected from different colleges. Findings of the study were: (1) The person / individual who possess personality characteristics such as greater self-confidence, independence, higher intelligence and extraverted characteristics has very high chance of becoming a good sports person. (2) The individual who possess the personality characteristics associated with individual sports such as high achievement motivation, quick in decision making and self assured should be encouraged to concentrate on individual sports events. (3) The individual who possess the personality characteristics associated with Team Sports such as more intelligent, more initiative, and more dependent should be motivated to concentrate on team sports events.

**Esmaceil (2002)** Personality Profile of Indian and Iranian College Students: A Cross-Cultural Study.
The objectives of study were: (1) To compare the personality profile of Iranian and Indian students on Myers-Briggs Type Indicator (MBTI). (2) To compare the Iranian and Indian students on the five factors of NEO-PIR. (3) To compare the Instrumental and the Terminal Values of the Iranian and Indian students. The sample of present study consisted of 800 final year graduate boys and girls students enrolled for non-professional courses from six colleges of Pune city and from seven colleges of Tehran city. Marathi translations of the following tools were used for collecting the data – Myers Biggs Type Indicator, NEO Personality Inventory revised and Singh’s adaptation of Rokeach Value Survey. Mean, SD, ANOVA, Tukey’s test and Kolmogrov-Smirnov test were used for data analysis. The findings of study were: (1) Indian students were more intuitive than Iranian students. (2) Iranian students had higher scores on thinking than the Indian students. (3) The boys and girls did not differ on extraversion-introversion, perceiving and judging.

Adaval (2003) Conducted a study on “Conformity Behaviour as related to Anxiety and other Personality Variables”.

The objective of the investigation was to study the relationship of conformity behaviour with nine personality factors – anxiety, intelligence, conservatism, conventionality, confidence, dominance, group – dependency, ego – strength and shyness. The sample consisted of 100 undergraduate arts students of Allahabad University – 50 boys and 50 girls. The findings were (i) High level of anxiety, lack of confidence, submissiveness, group – dependency and low ego – strength were correlated with conformity behaviour. (ii) Low conformity subjects were confident, dominant, self – sufficient and possessed high ego – strength and a low level of anxiety. (iii) Conformity was not significantly correlated with intelligence, conservatism, conventionality and shyness, separately and (iv) Females were found to be more conforming than males and gave equal indication of two different aspects of conformity behaviour – behavioural and attitudinal.
Manjarsrivastava and Madhu Asthana (2003) A study of personality factors in field independent and field dependent students.

The objective of the study was to examine the personality factors among primary school children in relation to their cognitive styles. The sample consisted of 200 primary students, studying in class II, III and IV in various primary schools of Varanasi. The field independent and field dependent primary school children have significantly different personality characteristics.

Mehortra (2004) made a research on “A study of the relationship between intelligence, socio-economic status, anxiety, personality adjustment and academic achievement of high school students”.

The investigation was designed to study the relationship between intelligence, socio-economic status of the family, personality adjustment, anxiety and academic achievement of high school students. The main findings of the study were:

1. Both for the boys and the girls there was an inverse relationship between level of anxiety and academic achievement.
2. Both for the boys and girls there was a positive relationship between socio-economic status of the family of the students and academic achievement.
3. There was a positive relationship between intelligence and academic achievement.
4. There was positive relationship between level of achievement and academic achievement.
5. In general, the girls had a comparatively higher level of anxiety than the boys.


The objectives of the study were (i) To study the extent and levels of perceived stress and job satisfaction of teachers. (ii) To study whether gender differences exists in perceived stress, job satisfaction and personality characteristics.
of teachers.(iii) To study whether significant difference exists in perceived stress, job satisfaction and personality characteristics of teacher with regard to the type and management of schools.(iv) To estimate the nature and degree of association between perceived stress, job satisfaction and personality characteristics.(v) To study the interaction effects of job satisfaction and personality characteristics on perceived stress of teachers. The findings of the study were (i) teachers with less job satisfaction are more prone to perceived stress than those with average or high job satisfaction.(ii) A teacher with favourable personality characteristics experiences less stress those with less favourable personality characteristics.

**Poonawala (2005)** Personality Type, Self-Esteem and ways of Coping with Stress.

The objectives of study were: (1) To find out the relationship between personality and self-esteem. (2) To find out the relationship between personality and ways of coping with stress. (3) To find out the relationship between self-esteem and ways of coping with stress. (4) To investigate the effect of personality and self-esteem as predictions on the ways of coping with stress. The findings of the study were: (1) Five factors of personality, namely, neuroticism, extroversion, agreeableness, openness and conscientiousness are strong predictors of self-esteem. (2) Five factors of personality are good predictors of ways of coping with stress. (3) Self-esteem is a good predictor of ways of coping with stress. (4) Females are higher than males on neuroticism and openness. (5) Males use confrontive coping, accepting responsibility, painful problem solving, and distancing as ways of coping with stress more than females.

The objectives of the study were (i) To assess the level of commitment existing different professionals such as lectures, police and executives. (ii) To find out the existing relationship between the various dimensions of occupational commitment and personality type. The study consisted of one professionals selected through purposiveness sampling method from occupations such as teaching, police and executives from various parts of Coimbatore city. The major findings of the study were (i) Executives have higher level of occupational commitment when comparing to lectures and police. (ii) There exists a significant relationship between personality and occupational commitment.

Meena Venkatesh (2006) “Effect of yoga on the personality development of students” The aim of the present study was to assess the effect of yoga on the personality development of students. The participants for this quasi-experimental study were drawn from two co-educational schools in Bangalore that were from different socioeconomic levels. Four hundred and three children participated in this study. In each school, two classes were randomly assigned to the 'yoga' group and two classes to the 'control' group. The 'yoga' groups were given yoga training by qualified yoga teachers whereas the 'control' groups went on with their routine schoolwork. The yoga training was given for 45 minutes, 5 days a week for one academic year. The results suggest that regular practice of yoga techniques had a beneficial effect on the development of personality on the physical, mental, emotional and intellectual levels of students of the experimental groups compared to the control groups. In conclusion, going by the results of the present study, yoga techniques may prove to be an effective means for producing positive personality growth in adolescent students.
**Sreelatha (2006)** Relationship between personality and teacher effectiveness of mathematics teachers.

The objectives of the study were (i) To find out whether there is any significant difference in the personality of mathematics teachers based on the background variables. (ii) To find out whether there is any significant difference in the personality of mathematics teachers based on the background variables. (iii) To find out whether there is any significant relationship between personality and teacher effectiveness of mathematics teachers. Normative survey method was adopted. The sample consisted of 200 mathematics teacher working in the high schools of kanyakumari district. The major findings of the study were (i) Male mathematics teachers possess more emotional adjustment, endurance, gregariousness and objectivity compared to female mathematics teachers. (ii) There exists significant relationship between teacher effectiveness and personality of mathematics teachers.

**Arunmozhi and Rajendran (2007)** Personality traits of self-help group members.

An attempt was made to assess the influence of age, income and community of the personality traits of self-help group members. Muthayya Multivariable Personality Inventory was administered to a random sample of 120 women self-help group members. The self-help group members do not differ in their personality traits on the basis their age income and community.

**Dushyant Kaur (2007)** Academic Achievement, Teaching Aptitude and the Personality Traits as the predictors of success in Elementary Teacher Training

The objectives of the study were 1. To study academic achievement at +2 level in predicting success in elementary teacher training course in terms of achievement, teacher education rating and school teacher rating. 2. To study the
teaching aptitude in predicting success in terms of achievement, teacher educator rating and school teacher rating.

3. To study personality traits as indicator of success in elementary teacher training course in terms of achievement, teacher educator’s rating and school teacher rating.

4. To determine the relative predictive value of academic achievement, teaching aptitude and personality traits responsible for the success in elementary teacher training course. The major findings were:

1. Academic achievement of student teacher at +2 level has high correlation with all the indicators of success in the elementary teacher education course except with school teacher rating. It contributed 23% in the predicting success of external examination of ETE course. Teaching aptitude of student teacher has high relationship with all the indicators of success in the ETE course.

3. Personality traits of student teachers have also high correlation with the entire success indicator in ETE course. Academic achievement, teaching aptitude and personality traits, all together contributed 25% to the total assessment on indicator of success in ETE course.

**Bhushan and Siddhartha (2007)** Qualitative transformation in personality a function of yoga nidra.

Studies the effect of yoga nidra on qualitative transformation in personality of youngsters. The study was conducted on two separate samples of 86 boys and 102 girls reading in intermediate classes in the two constituent colleges of T.M Bhagalpur university at Munger. The subjects belonged to the age range of 15-18 years. One hour of yoga nidra classes were given to the Experimental Groups continuously for a period of one month while no such practice was given to the control groups. The Tridimensional Inventory was administered in pre-post condition to measure the level of sattva, rajas and tamas gunas. Comparison of pre-post yoga nidra period on the selected test indicated that the practice of yoga nidra substantially
increased the level of sattva guna and significantly decreased the level of rajas and tamas gunas in the practicing female subjects in comparison to their control group. Among the male subjects substantial increase in sattva guna has been found but the decrease in the level of rajas and tamas gunas has not been found significant.

Kushwaha et.al. (2007) Career decision making as a function of personality dimensions and cognitive differentiation among careers and gender.

The present study is an endeavor to explore the physiological explanation for career decision making by incorporating the personality dimensions of Eysenck’s model namely, extraversion and neuroticism in a paradigmatic manner. Cognitive differentiations among careers and sex have also been incorporated in the study to examine its role on the process of career decision making. Employing a 2X2X2X2 Factorial design with fixed effects model, the stratified random sampling technique is used to select an unbiased representative sample of 320 adolescent students of class Xth within the age range of 14 to 16 yrs. In each cell 20 subjects were randomly placed according to their scores on the Hindi version of Junior Eysenck Personality Inventory (Helode, 1985) and Cognitive Differentiation Grid (Manchanda & Hasan, 1998) through two opposite extreme group technique with the help of Q1 and Q3 as cutting points. These finally selected subjects were put to score on Career Decision Making Scale (CDMS) constructed by Tiwari and Hasan (1990). After the 2X2X2X2 ANOVA treatment, the factors of personality dimensions i.e. extraversion as well as neuroticism, cognitive differentiation among careers and sex have been emerged as potential factors in generating significant variance upon career decision making. Contribution of these factors in generating variance upon career decision making have been worked out through multiple regression analysis.
**Gupta and Bindu (2008)** Role of personality in knowledge sharing and knowledge acquisition behaviour.

Examines the impact of Big Five personality characteristics on knowledge sharing and knowledge acquisition behavior. The Big Five factors are extraversion, openness, conscientiousness, agreeableness, and neuroticism. A total of 156 management students completed the questionnaire. The results of analysis of variance indicated that individuals high on agreeableness and conscientiousness were more involved in knowledge sharing activities than individuals low on agreeableness and conscientiousness. Individuals high on conscientiousness were more involved in knowledge acquisition activities than individuals low on conscientiousness. There were no significant differences in knowledge sharing and acquisition activities between individuals high and low in extraversion, openness and neuroticism. The implications of these findings and suggestions for future research are also discussed.

**Kalippan (2008)** Personality development of student youth towards nation building.

Studies personality development of student youth towards nation building. It took about four years for completion. 80 male and 63 female national service scheme volunteers participated in the first and second phase of training. Training consisted of four phases with adequate opportunities for reinforcements and imparting their learning to others. In phase III males around 500 and female around 500 participated. In IV phase 102 participated. Personality Development index was constructed with ten dimensions of personality for assessing the students repeatedly. Mean, S.D., t, MANOVA and regression analysis were done. All the ten personality dimensions namely Social Concern, Emotional Adjustment, Assertiveness, Value System and Culture, Leadership Qualities, Communication Skills, Self-Awareness,
Self-Confidence, Interpersonal Relationship and Stress Coping Ability improved due to training. The development had been maintained during the follow-up. Personality development follows a definite sequence. The first stage of development is Self-Development based on Emotional Development. The second stage is Social Skills Development. The next higher stage is Service Oriented Personality Development. Further research can substantiate this process of Personality Development.

Shamuga Ganesan and Lakshmi (2008) conducted a study on personality type and teaching competency of teacher trainees.

Objective of the study was to find the relation between personality types and Teaching Competency of Teacher Trainees. Eysenck’s personality inventory was administered 300 teacher trainees to find out the personality and their Teaching Competency was evaluated by peer and supervisor’s rating. Findings of the study were (i) there was a significant relation between personality and Teaching Competency, (ii) Extraverts are more significant towards Teaching Competency than introvert and (iii) Gender has no influence on Teaching Competency.

Vasugi and Mathuravani (2008) conducted a study on “Sex differences in personality dimensions of secondary grade teacher trainees”.

To find out whether there are any sex differences in the personality and personality dimension of male and female secondary grade teacher trainees. The findings of this study were there was significant difference between the personality of male and female secondary grade teacher trainees. The male and female secondary grade teacher trainee differed significantly in the personality dimensions like achievement motivation, enthusiasm, general ability, guilt process, innovation, leadership, maturity, morality, self-control, self-sufficing and social warmth. The male and female secondary grade teacher trainees differed significantly in personality
dimensions like boldness mental health and tension. Male and female secondary grade teacher trainee did not differ in the personality dimension like adoptability, competition, suspiciousness, imagination, sensitivity and shrewdness.

**Parveen and Azra (2009)** a study is conducted on Effect Of Home Environment On Personality And Academic Achievement Of Students Of Grade 12 In Rawalpindi Division.

The aim of the study was to examine the effect of home environment on the academic achievement and personality of students. Home environment has been identified as being an important contributing factor in child’s educational development. The population of the study comprised 8533 Intermediate science male and female students of grade 12, who appeared in the Intermediate examination (part 1)2006, taken by the Board of Intermediate and Secondary Education Rawalpindi. The sample of the study included 724 students, 410 were female and 314 were male. Three research instruments were used for data collection. To determine the personality of students a Five Factor personality inventory developed by Dr. Tom Buchanan (2001) was used. The intra-familial environment as perceived by students was measured by using the Index of Family Relations (IFR). Data was analyzed by using Analysis of Variance (ANOVA), and t-test. The findings of the study was concluded that with the exception of birth order and family type, all the independent variables of the study had a significant effect on the academic achievement of students. However students’ personality was partially influenced by these variables.

**Baviskar and Bedse Jyoti (2010)** a study conducted on Role of Educational Environment for Personality Development.

The objectives of the study were (i) To study the personality for girls from education college with reference to their behaviour. (ii) To study the personality of
the girls from Arts college to know the behavior. The girls for women college of arts and college of education where selected for the study. Total 60th girls were selected. For this study researcher Selected 30 females from education faculty and 30 from arts faculty. All above than 20 years and all were matured girls. Researcher selected behavioural styles scale by Borse, (2003) which consisted passive aggressive, depressive, Sadistic aggressive and self-defeating type personality. Mean, S.D. and t technique is used for data analyze. The major findings of the study were (i) There is no significant difference for depressive personality style and self-defeating personality style among the girls of education and academic college. (ii) There is significant difference for passive aggressive and self-defeating personality among both the group. (iii) Education environment play important role on their behavior. (iv) Sadistic approach is low among female for co-education on environment.

Premalatha and Porgio (2011) conducted a study on Relationship between selected personality traits and achievement in Mathematics of higher secondary students.

The aim of the present study was to find out the relationship between selected personality traits and achievement in maths of higher secondary students. The sample consisted of 1200 students of whom 672 are boys 528 are girls. The personality inventory was designed by Dr. Manju Rani Agarwal and achievement in Mathematics was prepared and validated by the invetigators. It was found that there is significant relationship between personality traits and level of achievement in Mathematics of higher secondary students.

Sreelatha and Krishnaprasad (2011) conducted a study on Relationship between personality and teacher effectiveness of mathematics teachers.
In this study, the investigators attempted to find out the relationship between personality and teacher effectiveness of mathematics teachers. Personality inventory and teacher effectiveness scale constructed and validated by the investigator were used to collect the data from mathematics teachers, rating by the investigator were also used to measure teacher effectiveness. The sample consisted of 200 mathematics teachers working in various schools of Kanyakumari district. The study revealed that there is a positive and significant relationship between personality and teacher effectiveness of mathematics teachers. Sex, locality and type of management of the school show significant difference in the personality of mathematics teachers. Regarding teacher effectiveness, no significant difference was noted between male and female, rural and urban and government and private schools teachers.

2.3.2. In Foreign

Greg Hearn and others (1996) studied 'Defining Generic Professional Competencies in Australia: Towards a Framework for Professional Development'.

This study examines the extent to which there are competencies which are generic to professions in Australia. The seven professions of accountancy, architecture, human resource management, marketing, social work, and teaching from around Australia were surveyed using an 80-item questionnaire. The questionnaire was developed by reviewing the literature on professional competencies; workshopping with representatives of the professional groups with nominal group technique and small group discussion; and using a preliminary study of individuals in four professional groups. A factor analysis, accounting for 51.9 percent of the total variance, extracted nine factors: Problem-solving, Others Orientation, Professional Involvement, Internal Frame of Reference, Emotional Competence, Influencing,
Organizational Knowledge, Productivity, and Client Orientation. This study discusses the implications of these results for the education of professionals, for human resource managers involved in the selection, training and development of professionals, and for the transition of professionals to managers. These issues are of increasing importance to human resource managers in their role as developers of organizational capability.

Ojha (2000) “a study of correlation ship between personality and achievement of high school boys”.

The objectives of the study were: (i) To identify the nature of relationship between personality and academic achievement of the students and, (ii) To Study the functional relationship of academic achievement with parental education, parental occupation and parental income. The sample of the study consisted of 1,300 male students of class XI from Newbay District. The tools used for the study was Cattell’s sixteen personality factors. The statistical techniques used to analyse data were ANOVA and product movement correlation and t-test. The major findings of the study were: (i) The analysis of data revealed a significant positive correlation of 0.34 between achievement and personality for the boys and, (ii) There is positive significant relationship between achievement and personality of the parents income.

Mehta (2001) conducted a study on “psycho-social correlates of academic achievement among college students with learning disabilities.”

The objective of the study was; To examine the relationship of academic performance of college student’s academic setting and personality. The investigator selected a sample of 41 college students. From this sample 23 female and 18 male students were selected randomly. Invariance and multi various method of statistical techniques were used. The major findings of the study were: (i) Academic achievement was not influence by pupil’s personality and, (ii) There existed
significant relationship between academic achievement and personality of the students.

*Dawne (2003)* conducted a study on “personality, intelligence, socio-economic status and family size as correlates of achievement”.

The objective of the study was: To find out relationship between intelligence and achievement of the students. Two hundred students of class XI selected randomly from five colleges of Tehri District served as a sample for the study. Data were collected using personality Inventory (MMPI) to measure the student’s personality. Pearson’s production moment correlation and CR were applied to analyse data. The major findings of the study were: (i) There is significant difference between the mean scores of academic achievement of the boys and girls. (ii) There is no significant difference between the mean scores of personality of the boys. (iv) There is no significant relationship between academic achievement and personality of the girls.

*Oh-hwang-youngjoo (2004)* conducted a study on “personality adjustment and achievement in relation to their home and school environment”.

The objective of the study was to study personality adjustment and achievement in relation to their home and school environment. The sample for the study consisted of 276 students studying in the colleges. 181 were male and rest female. Information about home background was collected with the help of a questionnaire developed by the investigator. For assessment of adjustment Mittal’s Adjustment Inventory was administered to the students. “t”-test and Product movement co-efficient of correlation was used for data analyses. The major findings of the study were: (i) Boys and girls differed significantly in their personality and, (ii) The number of siblings in a family, birth order of the pupils, occupational level of the father, pupils’ perception of achievement demanded by their peer’s perception of
achievement demanded by fathers and educational level of father, were not found to be related to need achievement.

**Brown and Lauren Hadley (2006)** Using personality type to predict student success in a technology-rich classroom environment.

The purpose of the research has been to determine whether personality type has predictive ability in student success in a high-technology classroom. The current study looks at the predictability of personality type on student success in a high-technology academic environment. The Myers-Briggs Type Inventory (MBTI) was used to assess student personality type while end-of-course grade in Chemistry 101, a technology-rich course, was used to measure success. Controlling variables were gender and SAT total score. Regression analyses showed that students who possessed the Sensing (S) personality type over the Intuiting (N) personality type performed significantly better in the high-technology classroom. Similarly, students who were Thinking (T) as opposed to Feeling (F) also did significantly better in a high-technology environment. Analyses also showed differences in the means for groups participating in this research. Males had significantly lower grades than females in Chemistry 101 but scored significantly higher than females on SAT total. Males were significantly more likely to be T than F and also were significantly more T than females. Gender differences on the MBTI, specifically the Thinking vs. Feeling scale, that are prevalent in the literature and nationwide data, were also found in this study. Implications for the use of this study are numerous. The most important application of this prediction would be for advisers to assist their students in choosing the best academic path and future career options. College departments who give the MBTI also can have a use for the results beyond the normal personality type descriptions.
Steiner, Hans et.al. (2007) Relationship between Defenses, Personality, and Affect during a Stress Task in Normal Adolescents

Although there are extensive data on the relationship between personality and stress reactivity in adults, there is little comparable empirical research with adolescents. This study examines the simultaneous relationships between long term functioning (personality, defenses) and observed stress reactivity (affect) in adolescents. Methods: High school students (N = 169; mean age 16; 73 girls) were asked to participate in two conditions of the Stress Induced Speech Task (SIST): Free Association and Stressful Situation. Immature and mature defenses, distress and restraint personality dimensions, and negative and positive affect were examined. Results: Greater reported use of immature defenses was significantly associated with negative effect, whereas greater reported use of mature defenses was significantly associated with greater positive affect. Although personality style was also a significant predictor of negative affect across two out of three conditions, defenses were better overall predictors of affect than were personality dimensions. Gender was also a significant predictor of negative effect, wherein girls reported more negative affect than boys. Discussion: Defenses and personality style predict affective response during a moderately stressful task. Immature defenses and, to a lesser extent, the distress personality dimension predict mobilization of negative effect, whereas mature defenses predict the reporting of positive affect. These results relate to processes central to psychotherapy: defensive responding, personality style, and affective reactivity during the recounting of stressful events.

Children with behavioral inhibition, a temperamental style characterized by infant distress to novelty and childhood social reticence, exhibit both continuity and discontinuity of this behavioral trait over the course of development. However, few researchers have identified factors that might be responsible for these different patterns. In the current study, childcare history, maternal personality, and maternal behavior were examined as moderators of the relations between infant temperament, preschool social reticence, and childhood social wariness. Seventy-seven children participated in this longitudinal study that began in infancy and continued into middle childhood. Maternal negative personality moderated the relation between infant temperament and childhood social wariness. In addition, maternal behavior moderated the relation between preschool social reticence and childhood social wariness. The findings suggest that a complex interplay of within-child and maternal factors affect the development of internalizing behavior in the early school years.

Greenberger et al. (2008) Self-Entitled College Students: Contributions of Personality, Parenting, and Motivational Factors

Anecdotal evidence suggests an increase in entitled attitudes and behaviors of youth in school and college settings. Using a newly developed scale to assess "academic entitlement" (AE), a construct that includes expectations of high grades for modest effort and demanding attitudes towards teachers, this research is the first to investigate the phenomenon systematically. In two separate samples of ethnically diverse college students comprised largely of East and Southeast Asian American, followed by Caucasians, Latinos, and other groups (total N = 839, age range 18-25 years), we examined the personality, parenting, and motivational correlates of AE. AE was most strongly related to exploitative attitudes towards others and moderately related to an overall sense of entitlement and to narcissism. Students who reported more academically entitled attitudes perceived their parents as exerting
achievement pressure marked by social comparison with other youth and materially rewarding good grades, scored higher than their peers in achievement anxiety and extrinsic motivation, and engaged in more academic dishonesty.

Karim et.al. (2009) Exploring the Relationship between Internet Ethics in University Students and the Big Five Model of Personality

The widespread use of the Internet and the convenient mechanism it provides, such as easy access, easy downloads, and easy copy and paste functions have made many types of unethical behaviors easier, particularly those involving students in academic settings. Among the issues in ethics within the academic environment that can be triggered by the Internet are fraudulence, plagiarism, falsification, delinquency, unauthorized help, and facility misuse. Given these issues, the study seeks to investigate the extent to which students at a public university in Malaysia engage in such unethical behavior and their relationship with the big five personality model. This study was conducted using a survey method of 252 students in three different academic faculties. The results of factor analyses confirm and refine the reliability of the scales for both big five personality variables and unethical Internet behaviors as conceptualized through Internet triggered academic dishonesty (ITADS). The findings indicate that personality traits such as (1) agreeableness, (2) conscientiousness and (3) emotional stability are significantly and negatively correlated with unethical Internet behavior in university students. Significant differences in facility misuse are also observed between the three academic faculties investigated. This research should provide significant contributions to educators in designing the computer ethics curriculum and in allowing for educational institutions as well as other organizations in developing relevant policies and guidelines on
matters pertaining to academic conduct, utilization of computers and Internet, and recruitment exercises.

**Hamid and Siti Aishah (2009)** Personality profile and career interest among trainees of Malaysian teacher training institute.

This study identifies the relationship between the personality and career interest of trainee teachers undergoing the Bachelor Degree of Education in a teacher training institute in Kedah. The research design in this study was correlational ex post facto. Two instruments were used in this study, that were Self-Directed Search and Colours Personality Inventory. The data collected were analysed by two statistical analysis that were descriptive statistics and inferential analysis. The descriptive analysis used were frequency, mean and percentage whereby the inferential analysis used was Pearson’s Correlation. The findings showed that there was a significant relationship between Green and Orange personality and vocational interest in Realistic and a significant relationship between Green, Gold and Orange personality and vocational interest in Investigative. There was also a significant relationship between Orange, Green and Blue personality with vocational interest in Artistic and there was a significant relationship between Orange, Blue and Gold personality and vocational interest in Social. The findings also showed there was a significant relationship between Orange, Gold, Green and Blue personality and vocational interest in Enterprising and a significant relationship between Orange, Gold and Green personality and vocational interest in Conventional

**Kevin Quin and Helen Watt (2010)** The influence of personality traits on the choice of teaching as a career.

The aim of this study is to establish whether personality traits relate to the choice of teaching as a career. Practising teachers with up to three years’ experience
were interviewed to identify personality traits they thought important for teachers. A cohort of 74 volunteer trainee teachers in their third year of a four year course completed questionnaires designed to identify influential personality facets and teaching commitment. These results appear to indicate that personality traits are an important contributor to the decision to choose teaching as a career, and that the more finely-grained facet analysis might be useful in distinguishing between groups which could otherwise be mistaken as similar. Therefore, future measures of personality facets could provide useful guidance to prospective teachers and their employers.

*Alexander et.al. (2010)* Personality Disorders in Offenders with Intellectual Disability: A Comparison of Clinical, Forensic and Outcome Variables and Implications for Service Provision

To establish any differences between patients with and without a diagnosis of personality disorders, being treated in a secure inpatient service for offenders with intellectual disability (ID) in the UK. Method: A cohort study involving a selected population of people with ID and offending behaviours. Results: The study included a total of 138 patients, treated over a 6 year period--77 with a dissocial or emotionally unstable personality disorder and 61 without. Women were more likely to be in the personality disorder group. Both groups had high prevalence of abuse with no significant differences. Depressive disorders and substance abuse were more common in the personality disorder group, while epilepsy and autistic spectrum disorders were more common in the non-personality disorder group. Rather than differences, what was more striking was the rate and range of these comorbidities across both groups. Although past histories of violence and institutional aggression were no different, compulsory detention under criminal sections and restriction orders were more common in the personality disorder group. There were no differences in treatment
outcomes. Conclusions: Although about half of patients detained in secure units for offenders with ID have a personality disorder, there were more similarities than differences between this group and the rest. While good treatment outcomes supported the case for specialised secure treatment units for people with ID, the case for establishing a more specialised ID-personality disorder unit was less convincing. There is also a need to explore whether there are alternative diagnostic models that can delineate better the group with personality difficulties in this population.

Amy Beavers (2011) The Personality Profiles of Pre-service Teachers: An Examination of Discipline Differences and Predictive Validity on Future Job Satisfaction

The purposes of this study were to investigate the similarities and differences of personality traits within teacher groups, as well as examine the effects of personality on job satisfaction for teachers, through a longitudinal study using analysis of covariance and multiple regressions. A quantitative, longitudinal design was used to examine the relationship between personality profiles and teacher job satisfaction. This study used an archival data set of the personality assessments from students who graduated from a small, private university with a teaching license from 2004-2010. These teachers were contacted and asked to complete a survey measuring current teaching status and level of job satisfaction. The teacher’s level of job satisfaction was linked to his or her personality profiles completed within the undergraduate teacher preparation program. When differences attributable to gender were controlled, two groups within the teacher sample emerged. Math, science, and physical education teachers were more resolute, analytical and investigative, whereas elementary, secondary English and history, and special education teachers were more open-minded and sensitive. Among the traits distinctive of the teacher occupational
type as a whole, teacher groups in this sample were generally extraverted, warm, energetic, dutiful, and patient. Having an accurate understanding of the personality traits that may influence teacher satisfaction could serve to inform teacher preparation programs and best practices in leadership for in-service teachers, potentially having the ability to increase job satisfaction.

*Janet Barrera (2011)* Personality traits of teachers and level of environmental concerns

To identify the personality traits of the teachers as related to their level of awareness on environmental concerns. The study was conducted among public elementary school teachers in Lala North District, Division of Lanao del Norte during the school year 2010-2011. This study was descriptive in nature. Data were collected through the use of the questionnaire.

The findings of the study were the teachers were mostly female, aged between 31 to 40 years old and had obtained units in the Master’s degree. The teachers had good level of personality traits in terms of conscientiousness, agreeableness, emotional stability and personal and social awareness; while fair in terms of openness. The teachers had high level of awareness on environmental concerns in terms of egoistic, altruistic and biospheric. There is a significant difference on the personality traits of the teachers in terms of conscientiousness according to sex

*Omotere Tope (2011)* Effects of Teachers’ Personality on Secondary School discipline: case study of some selected schools in Nigeria

This study examines the effects of personality of the teacher on school discipline using some selected secondary schools in Wukari Local Government Area of Taraba State as case study. This study adopts the descriptive survey design. The research made use of a standardized questionnaire for data collection for the study.
One hundred (100) students were randomly selected from four secondary schools in the area. Four hypotheses were tested and the result showed that teachers’ personality affects the school discipline especially in the classroom situation, on the assembly ground and outside the school setting. Based on the findings, appropriate training programme should be given to teachers in regard to behaviour modelling and positive personality development which in-turn impacts school discipline.

Bayode Isaiah and Esther Ajoke (2011) Personality traits as predictors of stress among female teachers in Osun state teaching service Popoola.

The paper investigated the stress level of female teachers in Osun State Teaching Service and determined the relationship between stress and each of the personality traits of self concept, extraversion, locus of control and achievement motivation. Using a sample of 370 teachers drawn from 50 randomly selected primary and secondary schools in Osun State, data were collected using four standardized personality instruments and a Stress Assessment Inventory (SAI). The results showed that 80.3% of female teachers in Osun State Teaching Service had low level of stress; and that there was no significant relationship between stress and each of the personality traits of extraversion (r= -0.073, p>0.05), locus of control (r= 0.047, p>0.05); self concept (r = -0.101 p>0.05) and achievement motivation (r= -0.013 p>0.05). The results also showed that marital status of female teachers significantly influenced the stress experienced by them (F= 3.44 p<0.05). Specifically, women who were divorced experienced more stress (= 87.00) than those who were single (= 83.97) or married (= 77.58). The study concluded that personality traits were not substantial predictors of the level of stress experienced by female teachers in Osun State Teaching Service.
Learning styles, Personality types and Reading comprehension performance.

This study aims at reviewing the relationship between learning styles, personality and reading comprehension performance. In the last two decades, ample studies have been done to examine the relationship between learning styles, learner’s personality and performance in academic settings. The reviewed studies substantiate that there is a relationship between personality types and/or traits of the learners, the way they establish their learning styles and their academic success in school and university both at an undergraduate and postgraduate level. Therefore, learners depending on the type of their personality resort to different learning styles or preferences which in turn affect their learning performance. However, there are no studies both theoretical or empirical examining exclusively the role of personality and learning styles on reading comprehension performance. Moreover, the findings with regard to the bulk of research on the relationship between personality and success in reading comprehension- are not that congruent. Accordingly - due to the scarcity of the research on showing the relationship between personalities, learning styles and achievement in reading comprehension, and also incongruity of the research results on personality and reading comprehension performance - the current study proposes that further research on the above areas would be of the great need.

Sarah, De Pauw and Ivan Mervielde (2011) The Role of Temperament and Personality in Problem Behaviors of Children with ADHD

This study describes temperament, personality, and problem behaviors in children with Attention-Deficit Hyperactivity Disorder (ADHD) aged 6 to 14 years. It targets differences between an ADHD sample ($N = 54; 43$ boys) and a large community sample ($N = 465; 393$ boys) in means and variances, psychometric
properties, and covariation between traits and internalizing and externalizing problems. Parents rated their children on Buss and Plomin’s and Rothbart’s temperament models, a child-oriented five-factor personality model and also on problem behavior. Relative to the comparison group, children with ADHD presented with a distinct trait profile exhibiting lower means on Effortful Control, Conscientiousness, Benevolence and Emotional Stability, higher means on Emotionality, Activity, and Negative Affect, but similar levels of Surgency, Shyness, and Extraversion. Striking similarities in variances, reliabilities and, in particular, of the covariation between trait and maladjustment variables corroborate the spectrum hypothesis and suggest that comparable processes regulate problem behavior in children with and without ADHD.

2.4. STUDIES RELATED TO ICT AWARENESS

2.4.1. In India

*Kumar Raja and Annaraja (2004)* conducted the study on influence of creativity and awareness of information technology of higher secondary school teachers on their teaching effectiveness.

Objective of the study was to find the relationship between Creativity, awareness of IT and Teaching Effectiveness. Tools for the study were Divergent Production Ability tool by Sharma; Teaching Effectiveness Scale by Umme Kulsum and IT Awareness Scale made by the investigator. Data for the study were collected from 600 higher secondary school Teachers handling IX to XII classes at Kanyakumari, Tirunelveli and Tuticorin Districts. The findings of the study were; (i) Female Teachers were more creative than the male teachers and (ii) The Unmarried teachers have more awareness of Information Technology than the Married teachers.
**Anisha (2005)** conducted a study on awareness of ICT of secondary teacher education students.

Objective of the study was to find the level of ICT awareness and Academic achievement. Random sampling was used to collect data from 673 B.Ed. Students in Kerala using the ICT Awareness tool of reliability 0.80. Mean, correlation and ANOVA were the statistics used to analyse the data. Findings show that (i) male are better than female and Aided are better than unaided college secondary teacher education students in their ICT Awareness and (ii) There was a significant difference between aided and unaided, internet user and non internet user, e-journal and non e-journal in ICT awareness.

**Anbuchezian and Krishnaraj (2006)** conducted a study on ICT in colleges of education in Tamilnadu.

Objective of the study was to find the availability of ICT facilities in colleges of Education and awareness of ICT by teacher educators and student teachers in the college of education. This survey method has utilized tools of ICT availability checklist, ICT awareness scale, Internet utilization scale and Internet problem check for collecting the data. 79 Teacher educators and 764 student teachers were taken as sample from 16 colleges of education in Tamilnadu were taken by simple random sampling. Statistics used to analyse the data were ‘t’ test, correlation, Factor analysis of PCA and ANOVA. Findings of the study were (i) there was a fair availability of ICT tools in the colleges of education. (ii) Teacher-educators and Student teachers were greatly aware of ICT. (iii) Teacher educators are using ICT resources and facing many problems and (iv) Government College Teacher educators are better than Government aided college Teacher educators.
Nima Joseph and Annaraja (2006) conducted the study about teacher trainee’s attitude towards information and communication technology.

The objective of the study was to find out the level of attitude towards ICT teacher trainees. The sample consists of 13 male and 18 female teacher trainees coverers various optional subjects such as Malayalam, Mathematics, Physical Science, life Science, social Science and commerce from the teacher education centre, M.G. University, Kottayam. Attitude scale towards ICT scale is used to collect data, mean, S.D, t-test and chi-square test were used to analyse the data. Findings of the study were (i) 54% male Teachers have high level of ICT Awareness. (ii) There was no significant difference in ICT awareness by their gender and (iii) No significant association in ICT awareness by their SES.

Anisha and Annaraja (2007) conducted a study on awareness on information and communication technology of secondary teacher education students.

The Objective of the study was to find out the relationship between academic achievement and information and communication technology awareness of secondary teacher education students. The sample consisted of 250 secondary teacher education students from five B.Ed. colleges of Kottayam educational district were selected by stratified random sampling. The tool used in the investigation was Information and communication technology Awareness Scale (ICTAS) developed by the investigator. The data were analysed using mean, standard deviation, 't' test, 'F' test and correlation. The findings of the study were (i) 18.8% of secondary teacher education students have high level of ICT awareness. (ii) There was a significant difference between male and female, aided and unaided college, internet user and non-user, computer journal reader and non reader and (iii) there was a significant difference among English, Social Science, Mathematics, Natural Science and
Physical Science optional group secondary teacher education students in their ICT awareness.

*Karthikeyan and Krishnaraj (2007)* conducted a study on attitude of high and higher secondary school teachers towards ICT.

Objective of the study was to find the attitude of High Secondary School teachers towards ICT. ICT Attitude scale for Teachers (Jawahar 2003) was used to collect data from 200 higher secondary school teachers of 12 High and Higher secondary school of Sivaganga district were taken as sample. Statistics used to analyse the data were ‘t’ test and correlation. Findings of the study were (i) PG teachers are better than BT teachers and (ii) Teachers at Boys schools are better than Co-education school teachers in their attitude towards ICT.

*Amutha and Karpaga Kumaravel (2008)* conducted an investigation into the ICT knowledge among the prospective teacher educators.

The objectives were to find the level of ICT knowledge between prospective teacher educators of Bharathidasan University and its affiliated colleges. The investigator chose all the 125 M.Ed. students of those affiliated colleges besides the 35 M.Ed. students of Bharathidasan University. The data were analysed using t-test, chi-square. The findings were (i) the prospective teacher educators’ level of ICT knowledge is below average and (ii) the prospective teacher educators of the Department of Educational Technology have higher mean scores than the students of affiliated colleges.

*Jasmine Anne Shyla (2008)* conducted a study on digital learning awareness of prospective B.Ed. teachers.

Objective of the study was to find the awareness of Digital Learning. The investigator randomly selected 242 Prospective B.Ed. teachers studying in College of
Education from Kanyakumari, Tuticorin and Tirunelveli districts affiliated with Manonmaniam Sundaranar University, Tirunelveli. Digital Learning Scale prepared by the investigator was used for collecting data. The investigator has used mean, ‘t’-test; standard deviation for analysing the data. The findings of the study shows that (i) female are better than male prospective B.Ed. teachers; (ii) rural prospective B.Ed. teachers are better than urban Prospective B.Ed. teachers and (iii) day scholar are better than hosteller in their digital awareness.

*Muralidharan and Thiyagu (2008)* conducted a study on attitude towards E-learning among post graduate students of Thanjavur district.

Objective of the study was to find the level of PG students’ attitude towards e-learning. Sample of 250 post graduate students from Thanjavur district were selected by random sampling. Statistics used to analyse the data were ‘t’ test, correlation. Findings of the study shows there were a significant difference between among PG students in age and sex shows that Male are better than female, Age above 23 are better than below 23.

*Nima Joseph and Annaraja (2008)* conducted the study on influence of attitude towards information and communication technology, personality and study skills on scholastic achievement of high school students.

Objective of the study was to find out of influence of attitude towards ICT personality, study skills scholastic achievement of High school students. Samples were 873 High school students of Kerala taken randomly. The finding of the study shows that (i) 11% of high school students’ posses high level of ICT. (ii) There was a significant difference between boys and girls in negative impact of ICT on society but there was no significant difference between boys and girls in their ICT anxiety, ICT acceptence, ICT enjoyment, ICT productivity, application of Internet and attitude towards ICT. (iii) There was a significant difference between rural and urban students
in their ICT anxiety accepting negative impact of ICT on society and attitude towards ICT but there was no significant difference between ICT enjoyment productivity and application of Internet. (iv) There was significant difference among VIII, IX and X Standard students in their ICT enjoyment, productivity but there was no significant difference between other variable and (v) there was significant difference among Government aided and CBSE School in their ICT and no significant difference in ICT productivity.

*Kanmani and Annaraja (2009)* conducted a study on influence of self-esteem and awareness of ICT on academic achievement of M.Ed. students.

The study was designed to find out the influence of self esteem and ICT on academic achievement of M.Ed. students. The sample consisted of random sampling of 42 M.Ed. students. Self esteem and ICT awareness were used to gather data. Differential statistics was used to analyse the data. The result shows (i) there was a significant relation between self esteem and ICT awareness and (ii) there was no influence of self-esteem and awareness of ICT on academic achievement of M.Ed. students.

*Selvi and Hariharan (2009)* conducted a study on internet awareness of 11th standard Tirunelveli educational district.

Objective of the study was to find the Internet awareness of 11th standard students of Tirunelveli district in terms of gender, locality management and medium of instruction. 250 samples were taken by random sampling by using rating scale. Statistics used to analyse the data were ‘t’ test, correlation. Findings of the study were there was significant difference in terms of gender, management but no significant difference in other variables.
Thiyagu and Muthusamy (2009) conducted a study on internet consciousness among the B.Ed. trainees.

Purpose of the study was to find the Internet Consciousness among B.Ed. trainees. Investigator used the self-made questionnaire for data collection. 300 samples have been collected using random sampling. Mean, Standard Deviation and ‘t’ test were the statistical techniques were used in the study. The findings of the study were there was no significant difference in Internet consciousness of B.Ed trainees by their gender, Levels of study and their locality of home.

Ajatha Swamy (2010) conducted a study on internet awareness and competence among high school students and teachers.

The purpose of the study was to train high school students in the basic of computer and internet awareness. The sample comprised 100 high school students and 40 teachers taken from 5 taluks of Bijapur districts. Tools for this study were Internet awareness and its usage tool. Differential statistics was used to analyse the data. The findings of the study shows the training programme can improve Internet awareness and competence among high school students and teachers.

Freena (2010) conducted a study on ICT Awareness of high school students.

Objective of the study was to find the ICT Awareness of High school students. A tool for the study was prepared for by the investigator. Population for the study was high school students of Thuckalay Educational district. 300 samples of high school students were selected by random sampling. Differential Statistics was followed to analyse the collected data. The finding of the study shows that rural students are better than urban students in their ICT Awareness.
Muthupandi and Amalraj (2010) conducted a study on relationship between ICT competency and knowledge competency of distance mode B.Ed. students.

Objective of the study was to find relationship between ICT competency and knowledge competency of Distance mode B.Ed students. Population of the study was B.Ed. students of MK University study centres in Nagercoil and Madurai. 200 samples for this study were selected randomly using the ICT competency scale and Knowledge competency scale prepared by the investigator. Differential statistics was used to analyse the data. Findings revealed that there was a relationship between ICT competency and knowledge competency of Distance mode B.Ed. students.

2.4.2. In Foreign

Hazzan and Orit (2000) conducted a study on attitudes of prospective high school Mathematics teachers towards integrating information technologies into their future teaching.

This study examined the reason of high school Mathematics teachers who integrate computers into their Mathematics class remains relatively low by analyzing the attitudes of prospective high school Mathematics teachers. Data were gathered from written questionnaires and class discussions of four classes of prospective high school Mathematics teachers in a course on integrating computers in teaching of Mathematics. Study revealed a two-dimensional theoretical framework of cognitive, affective and social factors according to the five categories that represent the class's components; i.e., the learners, the teacher, the learning material, the class atmosphere and the learning environment were low.
Abbott et.al. (2004) conducted a study on the global classroom: advancing cultural awareness in special schools through collaborative work using ICT.

This study studied a cross-national collaboration through Information and Communications Technology (ICT) within the statutory curricula of 10 special schools in Northern Ireland and the Republic of Ireland. The results showed that cultural awareness developed as far as cognition allowed, when pupils in partner schools became aware of similarities as well as differences and those who have sufficient keyboard ability benefited from computer conferencing and ICT competence.

Shih and Meilun (2005) conducted a study on influences of information and communication technology (ICT) on occupational socialization of novice teachers.

The purposes of the study were to investigate the patterns of novice teachers’ socialization and examine the impact of advanced ICT on this occupational socialization process. Three young female teachers in a public elementary school in Taiwan were purposefully chosen to be the study participants. Questionnaires, interviews, school observations and document analysis were used as primary data collection technique. Through cross-case analysis, two important findings were identified; (i) Today’s novice teachers play a more active role in their professional and personal socialization and (ii) Advanced communication functions of ICT provide these beginning in-service teachers with more socialization opportunities to explore and develop interpersonal relations.

Andersson and Sven (2006) conducted a study on newly qualified teachers' learning related to their use of information and communication technology: a Swedish perspective.
This qualitative study focused to investigate whether they can contribute to new knowledge about learning in ICT contexts. The study draws upon interviews and observations. The findings show intersections picturing the new technique as partly changing the circumstances for teaching, learning and collaboration between colleagues. The new teachers' utterances show that ICT utilisation is extensive and exhibits great variation among female and male participants. Boundary-crossing changes become visible in collaboration between more experienced teachers and newly qualified. However, there were few teachers who bring up active ICT use in connection with pupils' learning. Changed roles of ICT competence raise questions about the importance of systematic ICT features within teacher education and the newly qualified teachers had more knowledge about ICT and related techniques.

_Barton and Haydn (2006)_ conducted a study on trainee teachers' views on what helps them to use information and communication technology effectively in their subject teaching.

This study explored the views of initial teacher trainees on various components of their training in the use of new technology to teach their subject. The research focused on trainees' reflections on their experiences of trying to "get better" information and communication technology (ICT) in the course of their training. Data collection involved baseline and follow-up questionnaire surveys of trainees' attitudes to the use of ICT in subject teaching and the factors that they felt had hindered or promoted their development in the use of ICT and focus group interviews with small groups of trainees. The outcomes of the enquiry reveal clear preferences among trainees for modes of working with ICT and in terms of the experiences that they felt had impacted on their ability to use ICT in their subject teaching and the use of new technology was more effective.
**Gulbahar and Yasemin (2007)** conducted a study on technology planning: a roadmap to successful technology integration in schools.

The purpose of this present study was to illustrate how technology planning process was carried out in a private K-12 school in Turkey. Data were collected from 105 teachers, 25 administrative staff and 376 students. Teachers and administrative staff were asked to fill out a questionnaire to gather data on their perceived computer literacy, issues related to ICT usage. Students were also asked about their perceptions on the current utilization of ICT at their school. Additionally, unstructured interviews were conducted with administrative staff and teachers to validate data obtained through questionnaires. Data were descriptively analyzed to provide necessary input for the technology planning process. Findings indicated that teachers and administrator staff felt competent in using ICT available at school and lack of guidelines that would lead them to unsuccessful integration of ICT in their classes.

**Haydn et.al. (2007)** conducted a study on common needs and different agendas: how trainee teachers make progress in their ability to use ICT in subject teaching.

The research aimed to explore both commonalities in trainees' views of which strategies and interventions had a positive influence on their ability to use ICT effectively in subject teaching and subject discipline dimensions of ICT use in the ways in which training needs might vary between trainees in different school subjects. The study focused on the views of two successive cohorts of 133 Science and history trainees and of their 21 supervising mentors. The outcomes showed that some important determinants of progression in the ability to deploy ICT confidently and effectively in subject teaching were common to both subject groups, but that
there were differing views on which ICT applications offered most potential for enhancing teaching and learning in their subject and differences in their preferred priorities for investment in ICT. The study revealed that trainees felt that many of the experiences and resources which they had encountered in the course of their training had not been helpful.

*Lofstrom et.al. (2007)* conducted the study from strategic planning to meaningful learning: diverse perspectives on the development of web-based teaching and learning in higher education.

Purpose of a study on strategic planning and implementation of information and communication technology (ICT) in teaching and describes the level of quality awareness in web-based teaching at the University of Helsinki. Questionnaire survey data obtained from deans and institutional leaders, ICT support staff, teachers and students (n = 333) at the University. Results shows the male teachers and students consistently estimated that their ICT skills were stronger when compared with the judgments made by female teachers and students. The teachers generally felt that the greatest problems arose from students' lack of time management skills and from deficiencies in the usability of the technology. The students did not perceive lack of time management as a problem they experienced like isolation, loneliness and the lack of practical ICT usability to be the main obstacles to their learning.

*Punamaki et.al. (2007)* conducted a study on use of information and communication technology (ICT) and perceived health in adolescence: the role of sleeping habits and waking-time tiredness.

Objective of this study was to examine gender and age differences in the intensity of usage of ICT and the association between ICT usage and perceived
health. The participants were 7292 of aged 12, 14, 16 and 18 years responding to a postal enquiry. The results showed that boys played digital games and used Internet more often than girls, whose mobile phone usage was more intensive. Structural equation model analyses substantiated the mediating hypothesis: intensive ICT-usage was associated with poor perceived health particularly or only when it negatively affected sleeping habits, which in turn was associated with increased waking-time tiredness. The associations were gender-specific especially among older adolescents (16- and 18-year olds). Intensive computer usage forms a risk for boys' and intensive mobile phone usage for girls' perceived health through the mediating symptoms.

Lofstrom (2008) University Teaching Staff's Pedagogical Awareness Displayed through ICT-Facilitated Teaching

This article focuses on how the teachers' pedagogical awareness is displayed and shaped while they learn to use information and communication technology (ICT) in their teaching and the aim here is to increase our understanding of university teachers as learners and as developers of their pedagogical awareness. The pedagogical awareness of teachers is examined through analysis of their thoughts on student learning and as displayed in their written weblog accounts during a course they took on how to use ICT to support learning. In this study 26 teachers assumed the role of students, i.e. as learners of how to use technology to boost their teaching and to facilitate the learning of their students. The objective of this course at the University of Helsinki was to enhance both the pedagogical and technical skill of teachers. The pedagogical awareness of the teaching staff was analysed by applying the theoretical model of meaningful learning. The results of the present study indicate that while contextuality and the transfer of knowledge was not well elaborated, the teachers particularly emphasized collaboration as a pedagogical means to facilitate
learning. Furthermore, teacher reflection was an emerging theme in a few accounts, but this reflection appears to facilitate student learning in a slightly different manner than the elements of meaningful learning, which directly impact the learning situation. This increased understanding of how the new media are adopted into teaching can be used to design ICT training schemes for university teaching staff.

Dawson and Vaille (2008) conducted a study on use of information communication technology by early career Science teachers in Western Australia.

The purpose of this research study was to examine Science teachers’ perceived use ICT in their teaching role and identify factors that enhance or inhibit their use of ICT. Through questionnaire and interview, it was found that the most frequent uses of ICT were word processing, Internet research, email and PowerPoint while the least frequent use of palm top computers, web page design, online discussion groups and virtual excursions. The factors that most enhanced ICT use were access to the Internet and computers, teacher confidence and skills and workload. The factors that most inhibited ICT use were workload, behaviour management issues and access to computers and the Internet. The findings of this study reported that pre-service Science education and professional development workshops will inhibit Science teachers’ perceived use ICT in their teaching and enhance their use of ICT.

Desai and Amrita (2008) conducted a study on increasing integration of technology in classrooms through enhanced teacher knowledge and efficacy.

The purpose of this study was to provide insight into barriers that most frequently prevent or discourage, as well as encourage, teachers from integrating technology into their daily classroom curriculum. The attitudes and perceptions of teachers toward technology was gathered and analyzed to form a breakdown, by
ethnicity, gender, years of teaching experience and their technology skills. Pre-post test questionnaires were developed to measure social identity as Science learners. Results of a t-test of independent means indicated that there was no significant difference between the treatment and control group on measures of REI or Science identity. However, the treatment group earned significantly higher Science grades compared to the control group and an ANOVA revealed a significant relationship between Science identify and the intention to pursue post-secondary Science studies. MANOVA results indicated that students who participated in OST programs exhibited gradual increases in RD and Science identity over time according to grade level and gender. Collectively, the results suggest that informal learning settings are supportive environments for Science learning.

Lofstrom et.al. (2008) conducted a study on university teaching staffs' pedagogical awareness displayed through ICT-facilitated teaching.

The pedagogical awareness of teachers is examined through analysis of their thoughts on student learning and as displayed in their written weblog accounts during a course they took on how to use ICT to support learning. In this study 26 teachers assumed the role of students, i.e. as learners of how to use technology to boost their teaching and to facilitate the learning of their students. The results of the present study indicated that contextuality and the transfer of knowledge was not well elaborated, the teachers particularly emphasized collaboration as a pedagogical means to facilitate learning. Furthermore, teacher reflection was an emerging theme in a few accounts, but this reflection appears to facilitate student learning in a slightly different manner than the elements of meaningful learning, which directly impact the learning situation.
**Bulent et.al. (2009)** conducted a study on Science teachers’ attitude towards ICT in education.

The purpose of this study was to reveal Turkish primary Science teachers’ attitudes toward ICT in education and then explore the relationship between teachers’ attitudes and factors which are related to teachers’ personal characteristics; gender, age, computer ownership at home and computer experience. In order to collect data, an instrument Science Teachers’ attitude towards ICT in Education (STATICTE) was developed by researchers and administered to 1071 Science teachers almost uniformly distributed in 7 geographic regions of Turkey. In data analyses, descriptive statistics were used to describe and summarize the properties of the mass of data collected from the respondents. The Results indicated that Turkish Science teachers have positive attitudes toward ICT and although teachers’ attitudes toward ICT do not differ regarding gender, it differs regarding age, computer ownership at home and computer experience. It is hoped that the outcomes of this study can be used in shaping innovational practices in the Turkish Educational System.

**Broos et.al. (2009)** conducted a study on information society needs of managers in a large Governmental organization.

This study tries to give a voice to some managers about their experiences with information, communication and technology in their working environment, which involves participating in a learning organization, knowledge management and communities of practice, competency management, ICT-Security awareness management as well as and innovation and change management. Managers of a large governmental organisation in the Netherlands were polled in a questionnaire requesting their responses in using ICT as well as involvement in the above categories. The responses of 246 of them were analysed. It was found that they knew
full well that their strongest need was for a conceptual understanding of the implications of ICT in their changed work environment. The research findings emphasize that as education is increasingly need-driven instead of content-driven it is necessary to reconsider the curricula of higher educational institutes especially with regards to management training.

**Vandana Mehra and Dilli Raj Newa (2009)** conducted a study on school teachers’ attitude towards information and communication technology.

The study investigated an attitude towards ICT of 300 school teachers of secondary schools of Nepal. The findings of the study shows private and secondary school teachers exhibited comparable attitude towards ICT and teachers belonging to different academic steams exhibited comparable attitude towards ICT.

**Chai, and Ching Sing (2010)** Teachers' Epistemic Beliefs and Their Pedagogical Beliefs: A Qualitative Case Study among Singaporean Teachers in the Context of ICT-Supported Reforms

Many current ICT-supported reform efforts demand teachers to assume the role of epistemic facilitator of knowledge construction supported by technology. It is thus important for teacher educators to understand teachers' epistemic beliefs. This qualitative study investigated seven Singaporean in-service teachers' epistemic beliefs and their pedagogical beliefs. Two interviews were conducted for each teacher. Employing a case study design, the transcripts were analyzed for assertions that reflected the teachers' beliefs. Results indicated that all seven teachers expressed more or less relativistic epistemic beliefs. The pedagogical beliefs held by teachers were more knowledge transmissionist in orientation. Results also implied that the relationship between epistemic beliefs and pedagogical beliefs seemed to be mediated
by teachers' awareness of students' readiness and what they perceived as their priorities in the school context

_Castaneda, Linda (2010)_ Building Personal Learning Environments by Using and Mixing ICT Tools in a Professional Way

This paper reports on a teaching experience of the introduction of ICT to higher education students in a complementary professional approach and a Personal Learning Environment (PLE) development approach, as well as a naturalistic study based on this experience. The central focus of this methodology was the use of hands-on sessions to introduce students to some specific ICT tools, and exploring the building process of an awareness about their Personal Learning environments. In terms of learning, we confirmed that students very much appreciate new ways of developing their tasks and their course work. Even when the great majority of students associates learning with acquiring only information and some of them associate learning with memorizing. In terms of Technology, after this experience we can conclude that students, when arriving at university, have no experience--even knowledge--in the use of ICT tools. In addition, students from the first year of the degree don't think they use Web 2.0 (awareness), and even more, they don't believe that they can use ICT tools for learning, even if they actually do. They value, useful tools which help them to plan their tasks, save time, simplify complicated tasks and, definitively, have fun; but also they specially value the ICT tools they discovered, seeing opportunities for Independency, collaboration, self importance in the learning process. The vast majority of students have a basic perception of their PLE. Few of them don't relate tools with themselves but with their tasks, and only some of them go one step further by establishing more complex relationships between tools, contents, tasks and themselves enriching each other

A survey was conducted among a sample of school guidance counselors in Metro Manila, the Philippines, to determine their level of awareness, attitudes, and extent of practice of ICT in the conduct of their work. The respondents showed a higher level of awareness of communication technologies than of information technologies. They spent an average of 1.2 h per day using a computer in the workplace. Most used ICT for writing letters and reports, calling parents, and keeping records. Appraisal and counseling were conducted frequently but these were done mainly using paper-based and face-to-face methods respectively. Their primary sources of guidance-related information were print-based, but a few also cited the Internet. The respondents had a positive attitude to the use of ICT in guidance. They reported confidence and productivity in using ICT in their work, while also reporting a need for further training. They also believed that ICT proficiency should be a required skill for professional counselors. However, costs, confidentiality, and security were important issues that the respondents identified as needing to be addressed.

2.5. STUDIES RELATED TO TEACHING COMPETENCY

2.5.1. In India

Dorothyrani and Annaraja (2000) conducted a study on standards of Science teaching in primary schools.

Objective of the study was to find the level of teaching competency of Science teachers in handling primary classes. Population of the study was 90 primary schools of Thirunagari Panchayat union area. Samples were selected from 30 schools randomly. Tools of the study were Science Teaching Competency Questionnaire and
student achievement test prepared by the investigator. Mean, correlation and ANOVA are used for analyzing data. Findings of the study were (i) there were no significant difference in Science Teaching Competency by their gender, marital status and (ii) No relationship between Science knowledge and Teaching Competency Science Teaching Competency.

*Palniyandi (2001)* conducted a study on the competency needs of pre-service teacher trainees - a factor analytical study.

Teacher educators and student teachers from 6 DIETs of Karaikudi district constituting 273 Student Teachers, 106 Teacher educators and total 462 teachers were selected for this study. Findings of the study shows learning process related competencies emerged as a group having the highest competences among practicing Teachers, Teacher educators and pre-service Teacher Trainees.

*Amaladoss Xavier (2003)* conducted a study on teaching competency of PG chemistry teachers in relation to students’ achievement in Chemistry.

Objective of the study was to find the relationship of teaching competency and achievement of students. Population for the study was PG Chemistry Teachers of Kanyakumari district. Sample for the study were 261 PG Chemistry Teachers selected randomly. Tool for the study were teaching competency scale and Achievement test prepared by the Investigator; Job satisfaction scale by Saxena and Self Concept Scale by Mukta. Finding of the study were (i) there was no significant difference between teaching competencies by their gender, age, location and natural of school. (ii) Hindu teachers are more competent than Christian teachers. (iii) OC community teachers are more competent than MBC, BC and SC/ST. (iv) Male are better than and female in students’ Achievement. (v) Urban are better than rural in students’ Achievement and
(vi) There was a significant relation between teaching competency and students’ achievement.

*Jeyakanthan (2003)* conducted a study on general teaching competency of secondary school training in respect to attitude in teaching.

Sample of 300 teachers from 14 schools were selected for this study. Tools for the study were General Teaching Competency scale by Passi and Teacher attitude scale by Ahulwalia. Findings show that (i) Government school teachers significantly differ from aided school teachers in their Teaching Competency and Attitude in Teaching. (ii) Age and qualification were influenced on the Teaching Competency and Attitude in Teaching of student teachers and (iii) there was a significant relation between Teaching Competency and Attitude in Teaching.

*Kumar (2003)* conducted a study on English language teaching competency, teaching needs of private and government school teachers in Allahabad.

Objective of the study was to compare the Teaching Competency of primary school teachers from private and government schools of Allahabad. Survey method was followed to collect data from 100 teachers through questionnaire and checklists. Findings show that Government school teachers are better than private school teachers in their Teaching Competency.

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

The objective of the study was to find the relationship between Emotional Intelligence and Teaching Competency of High School Teachers. The sample consisted of High school Teachers of Patna selected by random sampling. The findings of the study were (i) there was no significant difference between high school
teachers in their EI with respect to their gender and years of experience. (ii) There was no significant association in EI among different income groups of high school teachers. (iii) There was no significant difference between high school teachers in their teaching competency with respect to their gender. (iv) There was a significant difference between high school teachers in their teaching competency with respect to their gender and years of experience. (v) There was no significant association among the high school teachers of different income groups in their teaching competency and (vi) there was significant relationship between EI, Self-awareness, Self-regulation, Motivation, Empathy, Social Skills and Teaching Competency of High school teachers. Higher EI with increase in years of teaching experience and higher level of EI, better the teaching competency.


The objectives of study were to determine the effect of academic stream on teaching competency of pupil teachers. The study was a Casual – Comparative Research. 150 B.Ed. Pupil Teachers from Lucknow University and its affiliating Degree Colleges were selected as a Sample. General Teaching Competency Scale by Passi and Lalita (1994) and Personal Data Sheet were developed by Researcher for data collection. The data were analyzed by Mean, SD and CR. The findings of study were B.Ed. training programme plays an effective role as the findings reveal that pupil teachers have show significantly high improvement in teaching competency and its dimensions and teaching skill. Academic qualification plays an effective role as post graduate have shown significantly high attainment of teaching competency as compared to the graduates.


Chahar (2005) conducted the study on teaching competency of student teachers in relation to certain non-cognitive variables.

The objective of the study was to find the relation between General Teaching competency, Self – concept and Attitude towards Teaching of student Teachers. The sample consisted of two hundred B. Ed. student Teachers studying in Colleges of Education in Rohtak City taken by random Sampling. General Teaching Competence (GTC) developed by Passi and Lalitha; Self - concept Questionnaire developed by Saraswat; Teachers Attitude Inventory (TAI) developed by Ahluwalia; and Socio-economic Status Scales developed by Kulshrestha were the tools used to collect data. The data were analysed with the help of correlation, t- test and by computing mean and SD. The findings of the study were there was significant relationship between General Teaching Competency and Self –concept; General Teaching competency and Attitude towards Teaching and General Teaching Competency and Socio-economic Status of Student teachers. Thus there exists a significant relationship between those variables for Male, Female and total student teachers of the sample.

Mani and Mohan (2005) conducted a study to correlates the teaching competence of teacher trainees in colleges of education.

Objective of the study was to find the relation between Teaching Competency, Intelligence and Cognitive style. 1025 samples were randomly selected from college of Education in Tamilnadu for this survey. Statistics used to analyse the data were ‘t’ test and correlation. Tools were personal Data Sheet, Teaching Competency scale and Advanced Programme matrices test (Raven 1962). Findings of the study were (i) women were better than men in their Teaching Competency. (ii) There was no significant difference between Intelligence as well as the Teaching
Competency by age, levels of study, optional subject, medium of instruction and type of institution.


Objective of the study was to find the relationship between Teaching Competency and Self-efficacy. Population of the study was Primary school Teachers in Tenkasi Educational district. Sample of the study was of 210 primary school teachers selected by stratified random sampling. Tools for the study were Self efficacy scale by Megan et.al. and teaching competency scale by Annaraja and Dorothy Rani and its reliability were 0.73. Mean, correlation and ANOVA were the statistics used to analyse the data. Findings of the study were (i) there was no significant difference and also association between Teaching Competency and self-efficacy of Primary School Teachers by their gender, locality and marital status and (ii) there was a significant relationship between teaching competency and self efficacy of Primary School Teachers.

Rajeswari and Prema (2006) conducted a study on effectiveness of enriched curricular inputs to entrance teaching competence of Social Science teachers in kendriya vidyalayas.

Objective of the study was to develop an understanding about social Science teaching and promote academic and social skills by promoting critical thinking, Science temper. This study was a single group experimental design. Treatment was given for 21 days. Population of the study was social Science teachers from Chennai, Mumbai and Hyderabad. 80 Social Science teachers were selected. Tools were Questionnaire seeking information Teacher’s performance; Training needs of Social Science teachers; Learner needs for understanding Social Science and
Performance assessment tools for Pretest, progressive test and post test. The findings shows that enriched curricular of in-service training programmers have significantly enhanced the teaching competence of Social Science Teachers.

**Biji Sam (2007)** conducted a study on competencies of teachers in handling mentally challenged children in special schools of Kerala.

Objective of the study was to find the level of competency of teachers working in special schools for mentally challenged children. Survey method by random sampling was used to collect data from 100 special teachers of Kottayam and Trivandrum districts of Kerala state. Self made rating scale used to collect data. Correlation, ‘t’ test and ANOVA were used to analyse the data. The finding shows that (i) special school teachers were competent and no one was in low level and (ii) there was a significant difference between competencies of special teachers by their gender and age.

**Sivakumar and Jahitha Begum (2007)** conducted a study on teaching competency of Mathematics teachers at higher secondary school.

The study aimed to assess the level of competencies of Mathematics teachers at higher secondary level. Mathematics Teaching Competency Scale (MTCS) developed by the investigator was used to collect data from 90 PG teachers in Mathematics. The finding of the study shows that Mathematics teachers have to be trained for better teaching competency.

**Uma Natarajan (2007)** conducted a study on personality, job satisfaction and teaching competency of higher secondary school Physical Science teachers.

Objective of the study was to find the level of personality, job satisfaction and teaching competency of Higher secondary school Physical Science Teachers. Sample for the study were Higher secondary school Physical Science Teachers from
Kanyakumari district, Tamilnadu. Tools used for the study were Personality schedule by Allen. L. Edwards; Job Satisfaction Scale by Saxena and teaching competency scale prepared by the investigator. Findings of the study were there was a significant difference in job satisfaction, personality and teaching competency of Higher secondary school Physical Science Teachers.

Anisha, Gopalakrishnan and Annaraja (2008) conducted the study self-efficacy and teaching competency of secondary teacher education students.

Objective of the study was to find the level of teaching competency and self efficacy of secondary teacher education students. Sample for the study was 98 secondary teacher education students studying in MG University, Kerala by stratified random sampling. Tools for the study were developed by the investigator. Finding of the study shows that there was a significant relationship between teaching competency; competency in subject, communication, instructional strategies, use of learning materials, class management, evaluation, motivation and teacher and self-efficacy of secondary teacher education students.

Julie Eben and Sebastian (2008) conducted a study on teaching competency of the teachers in schools for the mentally challenged.

Objective of the study was to assess the proficiency and teaching competency of special educators in the field of special education. Sample consists of 30 teachers and 7 principals working in Madurai district. Teaching Competency Self assessment tool and Teaching Competency Principal rating scale have been chosen for this study. Finding shows that (i) teachers were moderate in Teaching Competency. (ii) Principals were less in their Teaching Competency. (iii) There was a significant difference between Teaching Competency of teachers by their locality, marital status and training.
Naglakshmi and Rajashree Bhargava (2008) conducted a study on teaching competency during practice teaching

Objective of the study was measure the teaching competency of Physical Science B.Ed. trainees during practice teaching. Investigator has chosen nine point scales for measuring teaching competency of 23 B.Ed. trainees in two phases of evaluation. Findings show that there was a significant difference in teaching competency of Physical Science B.Ed. trainees by their levels of study.

Ram Ganesh (2008) conducted a study on effect of metacognitive strategy on enhancing teaching competency in Mathematics among prospective teachers.

Objective of the study was to find the influence of metacognitive strategy on teaching competency in Mathematics among B.Ed. students. Experimental method with single group design was adopted in this study. Sample of 35 B.Ed. trainees from Mathematics was chosen for this study. The findings show that B.Ed. trainees should be strengthened their teaching competency through metacognitive control.

Ruma Roy (2008) conducted a study on the relationship between emotional intelligence and teacher competency.

The primary objective was to study the relationship between Emotional intelligence and teacher competencies among high school teachers. The study was conducted on 80 secondary school teachers of Secundrabad city. The findings of the study revealed positive relationship between various dimensions of teacher competencies i.e. conceptual, content, transactional, evaluation and management competencies with their emotional intelligence.

Amaladoss Xavier (2009) conducted a study on relationship between job satisfaction and teaching competency.
Objective of the study was to find the relation between job satisfaction and teaching competency. Population for the study was PG teachers of Kanyakumari district. Data from 96 PG teachers were collected with the help of Job satisfaction tool by Saxena and teaching competency scale developed by the investigator. Differential statistics were used to analyse the data. Findings of the study shows there was no significant relationship between job satisfaction and teaching competency.

*Kala Vincila (2009)* conducted a study on teaching competency of D.T.Ed. students in relation to certain personality factors.

Objective of the study was to find the teaching competency, teaching aptitude, personality and self concept of D.T.Ed. students. This survey method used teaching competency rating scale, teaching aptitude test; self concept inventory and Kundu extravert-introvert inventory to collect sample of 300 D.T.Ed. students from Kanyakumari, Tirunelveli and Tuticorin districts by stratified random sampling. Finding shows that there was no significant difference in teaching competency, teaching aptitude, personality and self concept of D.T.Ed. students.

*Master Arulsekar and Annaraja (2009)* conducted a study on influence of metacognition and ICT awareness on teaching competency of Mathematics teacher trainees of colleges of education.

Objective of the study was to find level of metacognition, ICT awareness and teaching competency of Mathematics teacher trainees and find the influence of metacognition and ICT awareness on Teaching Competency of Mathematics Teacher Trainees. Tools of the study were metacognition, ICT awareness and Teaching Competency prepared by the investigator. Samples of the study were 250 student teachers selected by random sampling. The finding of the study shows that there was
a high influence of metacognition and ICT awareness on Teaching Competency of Mathematics Teacher Trainees.

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

Objective of the study was to find the relationship between soft skills and the teaching competency of the B.Ed. trainees. A survey method was adopted for this study. 105 B.Ed. students of Sri Saradha College of Education, Salem were selected by using purposive sampling. The tools personality inventory and Performa of teaching competency were used for this study. Differential statistics was used to analyse the data. Finding shows that there was a significant relation between soft skills and the teaching competency of the B.Ed. trainees.


This study analysed the ICT Awareness and their influence on the Teaching Competency of the prospective B.Ed. teachers. ICT Awareness scale and Teaching Competency scale developed by the investigator were used for the data collection. Population for this study was Prospective B.Ed. Teachers studying in colleges of Education at Tirunelveli, Thoothukudi and Kanyakumari districts. The investigator used stratified random sampling for selecting the sample of 388 Prospective B.Ed. Teachers. For analyzing data, 't' test and Pearson's product moment co-efficient were the statistical techniques used. Findings show that (i) rural Prospective B.Ed. students are better than the Urban Prospective B.Ed. students. (ii) Prospective B.Ed. students’ age below 22 is better than the age above 22 in their Teaching Competency and (iii) there was a significant relationship between ICT Awareness and teaching competency of Prospective B.Ed. Teachers.
Daniel and Francisca (2010) conducted a study on teaching competency of primary school teachers in relation to their locus of control. The study was investigating the teaching competency of primary school teachers in relation to their locus of control. The sample consists of 400 primary school teachers from their Tirunelveli district. Teaching competency scale and locus of control scale were used for collecting the data. This survey method utilized differential statistics for analyzing the data. The findings revealed that (i) there was a significant difference in teaching competency of primary school teachers by their gender and (ii) There was no relationship between teaching competency and locus of control of primary school teachers.

Jahitha Begum (2010) conducted a study on effect of self regulatory strategies on enhancing teaching competence among B.Ed. students. Objective of the study was to find relation between self regulation strategies and teaching competence. It’s an experimental study containing sample of 40 teacher trainees from Kevin College of Education, Salem through purposive sampling. Self regulatory and Teaching competence were the tools developed by the investigator. Findings revealed that there was a significant relation between teaching competence and self regulation strategies.

Jancy Rani (2010) conducted a study on teaching competency of Science teachers. Objective of the study was to find the Teaching Competency of Science teachers. A tool for the study was prepared for by the investigator. Population for the study was Science teachers of Thuckalay Educational district. 289 sample of Science teachers were selected by random sampling. Differential Statistics was followed to
analyse the collected data. The finding of the study shows that there was an influence of seminars and workshop participation in teaching competency of Science teachers.

*Ramesh and Annaraja (2010)* conducted a comparative study on teaching competency male and female B.Ed. students in distance education.

Objective of the study was to find the level of teaching competency of B.Ed. students in distance education. Teaching competency of Thomas Vargheese (2000) was used as a tool to collect data from 716 samples by random sampling. S.D, ‘t’ test and Mean were used to analyse the data. The study revealed that teaching competency of B.Ed. students in distance education was moderate and there was no significant difference between teaching competency male and female B.Ed. students in distance education.

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

The present study aimed to find out the teaching competence of secondary school teachers with regard to their gender, age, type of school and in-service attended. A sample of 631 secondary school teachers selected randomly. The results revealed that there was a significant difference in the teaching competence of teachers with respect to their age and the need of in-service for better teaching competence.

2.5.2. In Foreign

*Madsen and Melissa Katia (1999)* conducted a study on the effect of accurate / inaccurate teacher instruction, high/low teacher delivery and on-/off-task student behaviour on musicians’ evaluation of teacher effectiveness.

The Objective of the study was to determine the effect of accurate / inaccurate teacher instruction, high/low teacher delivery and on-/off-task student behaviour on musicians’ evaluation of teacher effectiveness. The investigators
selected 168 musicians and were grouped accordingly grades 6-8, grades 9-12, undergraduate and experienced teacher. The data were collected through an Effective Teaching Response Form, which required to rate each teaching segment for teacher effectiveness. The major finding shows that significant differences were found due to experience level and teaching segments.

Allison Jones and Lise (2002) conducted a study on student and faculty perceptions of teaching effectiveness of full-time and part-time associate degree nursing faculty.

The purpose of this study was to compare the teaching effectiveness of part-time and full-time clinical nursing faculty. The sample included two groups; clinical nursing students in part – time and full time Associate Degree Nursing Programs at schools in a mid-Atlantic state. Results of the study indicated that students rank part-time faculty as significantly less effective than full-time faculty on each of the five categories measured by the NCTEI and on the overall scale. These results were supported by the finding that there was no significant difference in the ways that students rate the effectiveness of teachers and the self-ratings of the teachers themselves.

Clark and Charles (2004) conducted a study on the relationship of student-reported teacher effectiveness and end-of-course outcomes in developmental reading at the community college level.

The purpose of the study was to investigate the relationship of student-reported teacher effectiveness and end-of-course outcomes in developmental reading at the community. The results of the study indicated that (i) there was a significant relationship between the student-reported teacher effectiveness and quality of instruction. (ii) There was no significant relationship between the student -
reported teacher effectiveness and course grade. (iii) There was a highly significant
difference between student-reported expected grade and end-of-course grade and (iv)
there was no significant difference between gender and the increase in learning in
developmental reading based on student perceptions of Teacher effectiveness.

*Ledforce and Alice (2005)* conducted a study on a study of teachers’
efficacy for teaching character education.

This study seeks to describe teachers’ sense of efficacy for character
education among pre-K-12 teachers in Fort Bend Independent School District
(FBISD). The Character Education Efficacy Belief Instrument (CEEB) developed by
Milson and Mehlig (2002) was distributed to the entire teaching population of Fort
Bend Independent School District. Of the 3,585 full-time teachers in the district,
2,539 completed and returned the CEEBI. One-way analyses of variance and t-test
were conducted to examine relationship between participants’ personal teaching
efficacy (PTE) score and teacher characteristics as well as participants’ general
teaching efficacy (GTE) score and teacher characteristics. This study revealed that (i)
participants who taught elementary school has a greater sense of personal teaching
efficacy and general teaching efficacy than middle and high school teachers in FBISD
and (ii) No statistical significance for PTE and GTE was found for special education
teachers as compared to regular education teachers.

*Bahous and Jocelyne (2006)* conducted a study on teaching competence:
in-service vs pre-service teachers.

The purpose of this study is to show teaching competence is due to
experience and also knowledge of the subject matter. Twenty pre-service and
eighteen in-service English teachers teaching in Lebanese schools across all levels
from preschool up to secondary classes were observed. Primarily, they were observed
for classroom management, knowledge of the subject matter, methodology, student -
teacher relationship and personal character. However, a striking factor of teacher
incompetence was detected in an inadequate knowledge of the subject matter.

_Gultekin and Mehmet (2006)_ conducted a study on attitudes of preschool
teacher candidates studying through distance education approach towards teaching
profession and their perception levels of teaching competency.

The purpose of this study is to determine the attitudes of preschool teacher
candidates studying through distance education approach towards the teaching
profession and to determine their perception levels of teaching competency. The
population and sampling of the study were the senior students from Preschool
Teacher Training Undergraduate Program of Open Education, Anadolu University.
The study was conducted through 957 teacher candidates. A survey was used to
measure the attitudes of teacher candidates towards teaching profession and their
perception levels of teaching competency. The study revealed that the attitudes of
teacher candidates towards teaching profession are quite positive and their perception
levels of teaching competency are very good. Moreover, the teacher candidates
enrolled in the program considers so beneficial for gaining teaching competencies.

_Atay and Derin (2007)_ conducted the study on beginning teacher efficacy
and the practicum in an EFL context.

The present study explored the efficacy of prospective teachers. Data
collected through the Teachers' Sense of Efficacy Scale adapted from Tschannen-
Moran and Woolfolk Hoy, 2001. Results showed that the end of the practicum the
efficacy scores for instructional strategies decreased at a statistically significant level,
whereas the classroom management and student engagement efficacy scores
increased, the latter being at a significant level. Focus-group discussions revealed
prospective teachers' awareness of their own teaching competence, beliefs about teaching and learning, practices of their cooperating teacher, classroom practices and the practicum school as the factors contributing to their self-efficacy.

*D'Agostino et.al. (2007)* conducted a study on identifying prepared and competent teachers with professional knowledge tests.

Study examined tests could be identified between those who participant and non-participant of teacher preparation and predicted teaching competence. A teacher test was given to advanced and beginning education majors and non-majors. Results found that advanced education majors and non-majors differed mostly on academic knowledge, but that functional knowledge predicted competence to the greatest extent of teaching competence.

*De la Torre Cruz et.al. (2007)* conducted the study on comparative analysis of expectancies of efficacy in in-service and prospective teachers.

This study examined the beliefs about effective teaching in student teachers and In-service teachers. Teacher Efficacy Scale by Emmer and Hickman's scale (1991) dimensions about Teacher efficacy in classroom management and discipline was taken as a tool to collect the data. A total of 339 participants took part in the study. The factor analysis used to analyse the data. The results showed three principal factors: classroom management/discipline efficacy, personal teaching efficacy and general teaching efficacy. Analysis showed significant differences in the management and discipline dimension in favour of the group of working teachers, whereas an opposite pattern emerged in the general teaching dimension. In addition, there were differences in the management/discipline dimension in terms of the number of years' experience in the group of In-service teachers.
Fleming et al. (2007) conducted a study on predicting pre-service teaching competence in computer technology: modeling and application in training environments.

The purpose of this study was to determine modeling by university professors and cooperating teachers was related to pre-service teachers' perceptions of their computer technology skills and if pre-service teachers' use of technology in academic and other settings was related to those perceptions. Seventy-nine pre-service teacher education students completed a survey of their training experience and computer technology skills at the end of the semester during which they completed their student teaching. Results suggested that the more extensively pre-service teachers observe computer technology being used and the more they use computer technology in and out of the student teaching classroom, the more likely pre-service teachers were to report competence in the computer technology skills. Pre-service teacher gender was unrelated to perception of skill.

McLaughlin and Patrick (2007) conducted a study on the relationship between personal teaching efficacy and grades.

The purpose of this study was to determine if a teacher’s individual level of efficacy predicts variance in grades assigned to student work in English and Mathematics. An exploratory study using survey methodology including open ended questions was conducted to answer the research questions. The data analysis did not revealed statistically significant relationship between a teachers' individual level of efficacy and grades assigned to student work in English and /or Mathematics.

Yeh and Yu-Chu (2007) conducted a study on aptitude-treatment interactions in pre-service teachers’ behaviour change during computer-simulated teaching
This study investigated interactions between four personal traits and two designed treatments on pre-service teachers’ behaviour change during computer-simulated teaching experience. One hundred and seventy-eight pre-service teachers participated in this study. The CS-TGCTS simulation program was employed to measure the pre-service teachers’ behaviours as well as the four targeted personal traits which were measured by three Likert-scale inventories and one multiple-choice test. The results suggest that pre-service teachers with high levels of CT-dispositions, CT-skills and intrapersonal intelligence as well as those with judicial or legislative thinking styles are mindful, analytical and reflective in their teaching practices and therefore more likely to improve their teaching skills.

Goodman et.al. (2008) conducted a study on high-stakes, minimum-competency exams: how competent are they for evaluating teaching competence.

This study examined the relation between teacher candidate scores on authentic measures and their scores on certification exams required by the state of Texas. Participants included 155 teacher candidates. Predictor variables that served as authentic measures of teaching effectiveness included scores on the Professional Attributes Questionnaire (PAQ) scores on Teaching Performance Portfolios, designed to measure teaching knowledge and skills. Scores on the Professional Roles and Responsibilities (PPR) and the Generalist Elementary Comprehensive (GEC) exams served as the measures for the high-stakes, minimum-competency tests. Findings indicated a significant relationship between the PAQ and both the PPR and the GEC exams. No significant relationship was found between the Teaching Performance Portfolios and either one of the state-mandated tests.

Hong et.al. (2008) conducted the study on competency disparity between pre-service teacher education and in-service teaching requirements in Taiwan.
The purpose of this study was to explore whether pre-service teacher education in Taiwan equips in-service teachers with the necessary knowledge and competency to meet the demands of the professional career. A questionnaire was developed to investigate such competency disparity. The questionnaire containing 44 items within six categories was distributed to 305 samples in Taiwan. The results of this study indicated that risk management and proactive thinking skills are the most significant factors in terms of competency disparity. Moreover, the results of this study showed that years of service and size of school have a significant difference in the value system of competency disparity.

Cakir et.al. (2009) conducted a study on seeing self as others see you: variability in self-efficacy ratings in student teaching.

The main objective of this study was to compare pre-service English teachers' self-efficacy beliefs with their instructors' views about the teaching competence of these pre-service teachers. Thirty-nine student teachers (13 males and 26 females) and five female instructors participated in the study. The results of the research indicated that the student teachers’ self-efficacy judgments were higher than the instructors' judgments for the student teachers’ teaching competence. Interviews with the instructors indicated that enactive experiences and verbal persuasion seem to be important factors which affect the personal efficacy beliefs of the prospective teachers.

Kaldi and Stavroula (2009) conducted a study on student teachers’ perceptions of self-competence in and emotions/stress about teaching in initial teacher education.

This study focuses on identifying and classifying prospective teachers' perceptions of self-competence in teaching after a four-year university course on
primary education and the relationship between their personal well-being and teaching competencies during their teaching practice. Data collection was done by questionnaires from two cohorts of final-year student teachers in a Greek university department of primary education (n = 170). The findings revealed that prospective teachers rated their general teaching skills above moderate levels in their teaching; their personal well-being was strongly affected by the teaching indicated high levels of stress.

**Rampai, Nattaphon; Sopeerak, Saroch (2011)** The Development Model of Knowledge Management via Web-Based Learning to Enhance Pre-Service Teacher's Competency.

This research explores that the model of knowledge management and web technology for teachers' professional development as well as its impact in the classroom on learning and teaching, especially in pre-service teacher's competency and practices that refer to knowledge creating, analyzing, nurturing, disseminating, and optimizing process as part of the learning quality improvements. In this process, web technology particular web-based learning has a necessary role to drive and integrate knowledge and learning activities within the knowledge management process (I-Can do model). In this respect, this research aims to study and develop the appropriate model of knowledge management via web-based learning by the 18 expert's consensus and evaluate competency of the 64 pre-service teachers that divide and random assignment into 2 equal groups (control and experimental group). The competency assessment tools are conducted the volunteer participants' competency particularly in knowledge, attitude, and skills approach. The research results exhibited that the model of knowledge management via web-based learning was appropriated and enhanced the pre-service teacher's competency.
2.6. CRITICAL REVIEW

The researcher has reviewed one hundred and twenty three studies totally - sixty eight Indian studies and fifty five foreign studies. Of these studies, forty three studies were related to Personality, thirty five studies were related to ICT Awareness and forty five studies were related to Teaching competency.

2.6.1. Personality

After reviewing the studies related to personality, the investigator has made the following conclusions.

Mohanasundaram and Kumaran, (2001) study revealed that there was significant relationship between cognitive process and personality types. Nachimuthu (2006) study showed that there was a significant relationship between personality and occupational commitment. Sreelatha (2006) study showed that there was significant relationship between teacher effectiveness and personality of mathematics teachers. Sreelatha and Krishnaprasad (2011) study showed that Sex, locality and type of management of the school were significant difference in the personality of mathematics teachers.

2.6.2. ICT Awareness

After reviewing the studies related to ICT awareness, the investigator has made the following conclusions.

Kumar Raja and Annaraja (2004) study showed that the Unmarried teachers have more awareness of Information Technology than the Married teachers. Anisha (2005) study showed that there was a significant difference between aided and unaided, internet user and non internet user, e-journal and non e-journal in ICT awareness. Muralidharan and Thiyagu (2008) showed that there were a significant difference between among PG students in age and sex shows that Male are better than
female, Age above 23 are better than below 23. Kanmani and Annaraja (2009) study revealed that there was no influence of self-esteem and awareness of ICT on academic achievement of M.Ed. students

2.6.3. Teaching Competency

After reviewing the studies related to teaching competency, the investigator has made the following conclusions.

Dorothyrani, Annaraja (2000) and Amaladoss Xavier (2003) both of the study showed that there were no significant differences in Science Teaching Competency by their gender, marital status. Mani and Mohan (2005) showed that women were better than men in their Teaching Competency. Daniel and Thomas Alexander (2006) concluded that there was no significant difference and also association between Teaching Competency and self-efficacy of Primary School Teachers by their gender, locality and marital status. Julie Eben and Sebastian (2008) inferred that there was a significant difference between Teaching Competency of teachers by their locality, marital status and training. Antony Gracious and Annaraja (2010) showed that there was a significant relationship between ICT Awareness and teaching competency of Prospective B.Ed. Teachers.

In the above review studies, survey method, experimental method and various methods were used to study the research problems. Samples taken for that investigation were simple random sampling and stratified random sampling techniques. Population included in these studies was teacher trainees, B.Ed. students, school teachers, arts college students, D.T.Ed. students, IX standard students and different fields. Various tools were used in their investigations. They are observation, SES, five factor personality inventory,16 factor personality inventory, ICT awareness scale and teaching competency scale .some investigator made tool were also employed .The mean, standard deviation, 't’ test, chi- square test, ANOVA, MANOVA, ANCOVA, percentage analysis ,regression, Factor analysis, Multiple
correlation and Karl Pearson Product moment Correlation were used for analyzing the data.

In the present study differs from the above studies in several ways. First of all there was no study undertaken so far which had the variables of personality, ICT awareness and teaching competency. Secondly there was no study undertaken so far with the variable personality traits; perfectionism, conscientiousness, self reliance, adjustment and self concept. Therefore, the present study stands different from the earlier studies. Thirdly many studies were conducted in ICT awareness. But no study has been undertaken with these dimensions; Awareness on Basics of ICT, Awareness on Hardware and Software, Awareness on e-mail and Awareness on the usage of ICT in education. Therefore the study was different from other studies of its second main variable in a unique way.

Finally the study was different from the other studies through its third variable; Many studies were conducted on teaching competency. Yet this study was different from others by its dimensions like Professional commitment, Skill of classroom management, Skill of using teaching aids, Skill of using teaching methodology, Skill of using curricular activities. Therefore the present study was a new one and it differs from others in terms of population and sample. The investigator used self made tool namely personality inventory, ICT awareness scale and Teaching competency scale for collecting the data. Mean, SD, percentage analysis, ’t’ test, chi- square test ,ANOVA, , Factor analysis, Multiple correlation and Karl Pearson Product moment Correlation were used for analyzing the data. Thus, the present study is different from the reviewed studies. It seems, no study has been undertaken influence of personality and ICT awareness on teaching competency of prospective teachers. So in order to fill this gap the investigator has probed into this study.