**Chapter II**

**REVIEW OF RELATED LITERATURE**

Review of related literature, in fact, deepens the insight of a researcher to the extent that the design of the study could become more appropriate and purposeful. It helps to show whether the evidence already available solves the problem adequately without further investigation and thus to avoid the risk of duplication.

In the phrase ‘Review of Literature’ the term ‘Review’ means to organize the knowledge of the specific area of research to evolve an edifice of knowledge to show that the proposed study would be an addition to this field and the term ‘Literature’ refers to the knowledge of the particular area of investigation of any discipline which include theoretical, practical and its research studies.

According to Best (1997), A brief summary of previous research and writing of recognized experts provide researchers familiar with what is already known and with what is still unknown. Since effective research must be based on past knowledge this step helps to eliminate the duplication of what has been done already and provides useful hypothesis and helpful suggestion for significant investigation.

W. R. Brog defines the literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of future knowledge provided by the review of literature our work is likely to be shallow will often duplicate work that has already been alone better by someone else (Lokesh, 1997).

**2.1 PURPOSE OF REVIEW OF RELATED LITERATURE**

The review of the literature is the basis of most of the research projects in the physical sciences, natural sciences, social sciences and humanities. The purpose of
A review of related literature is listed below (Shankala, 2007). The survey of related literature serves the following purposes.

- A review of the related literature gives the scholar an understanding of the previous work that has been done.
- It helps to formulate the problem.
- It provides an opportunity of gaining insight into the methods, measures, subjects and approaches employed by other research workers.
- It suggests methods of research appropriate to the problem.
- In the process of reviewing the literature the student is on the alert for finding out regarding approaches in his area that have proved to be sterile.
- It offers comparative data useful in the interpretation of results.
- It contributes to general scholarship of the investigator.
- A review of the literature can help the researcher in making him alert to research possibilities that have been overlooked.
- The results of the review actually provide the data used in research.
- Review prevents repetition of research.

Hence, review of related literature not only helps researcher for planning of research work, but also provides a degree of familiarity to the researcher with past work done, as well as inputs to the research the vast knowledge pool that has already been tapped. So, it becomes extremely crucial to locate, reveal and evaluate the past research reports.

Therefore, the investigator has tried to collect relevant information related to his topic from literature. The investigator visited a number of libraries, made use of internet and collected materials from Indian and International research abstracts.

The collected information have been given under the following headings

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2.2 SECTION I: STUDIES RELATED TO CO-CURRICULAR ACTIVITIES

Shagun Sikka and Anil Kumar Agnihotri (2013) conducted a study on *perceptions of students & teachers of government & private secondary schools on co-curricular activities*.

The study was carried out to analyze the perception of teachers and students towards co-curricular activities in education. The study sought to establish educator's views on the perception of learners & teachers towards co-curricular activities. Data were solicited from educators in both private and public schools in 4 districts of Himachal Pradesh. Educator was also view that the values imparted through participated in co-curricular were important in learner's academic performances. The study was conducted through descriptive survey method of research. Result clearly indicates that Majority of students and teachers in both type of school agree that co-curricular activity develop positive attitude and confidence in the student.

Yung Jong Shiah, et.al. (2013) conducted a study on *school-based extracurricular activities, personality, self-concept, and college career development skills in Chinese society*.

In this study, the investigators examined in Chinese society the association of school-based extracurricular activities (SBEAs) in both high school and college with students’ career development skills in college, as well as with various personality characteristics and self-concept. Each of 281 college students administered the Lai Personality Inventory, the Tennessee Self Concept Scale, the Adult Career Cognition Scale and an SBEA questionnaire. The results indicate that students who were more engaged in SBEAs had a healthier self-concept, were more extraverted, had better psychological health, were more emotionally stable, and had better social adaption and career development skills than other students.
Amala & Porgio (2012) conducted a study on *influence of co-curricular activities on selected personality traits among higher secondary students.*

The major objectives of the study were: i) to find out the level of co-curricular activities and personality traits of the students. ii) to find out the significant difference in personality traits and co-curricular activities of the students with respect to background variables. iii) to find out the relationship between co-curricular activities and personality traits of the students. iv) to find out the influence of co-curricular activities on personality traits of the students. Survey method was adopted for this study. The sample consisted of 400 XI standard students from 10 schools in Tirunelveli district selected through stratified random sampling technique. The major findings were: 1) The level of co-curricular activities and personality traits were found to be average. 2) Significant difference found in personality traits with respect to gender and community. 3) Significant relationship found between co-curricular activities and personality traits of higher secondary students. 4) There is no significant influence of co-curricular activities on selected personality traits of higher secondary students.

Muhammad Daniyal, et.al. (2012) conducted a study on *the effect of co-curricular activities on the academic performances of the students: a case study of the Islamia University of Bahawalpur, Pakistan.*

The purpose of this research was to establish that co-curricular activities in which university students participate have a positive effect on their academic achievements. The study was conducted by using the questionnaire filling technique which was distributed among 500 students of the university. The study gave the fact that according to the students involved in any kind of sports, participating in dramatic and other literary activities positively affects their academic performance, while watching the television has also some positive impact on academic performance. So, it can be deduced from the study that co-curricular activities affect academic achievements of the students and this impact also depends upon those activities in which the students are keenly involved.
**Poonam (2012)** conducted a study on *problems faced by teachers in the organization of co-curricular activities in schools with special reference to value inculcation*.

The major objective of the study was to study the problems faced by teachers in the organization of co-curricular activities in schools with special reference to value inculcation. Sample consisted of 100 secondary school teachers from 10 secondary schools randomly selected from Delhi. The study reveals that, majority of the teachers felt that they faced difficulty at some point or other in seeking permission for educational trips for students. Majority of the teachers didn’t felt that the need to allocate more periods to organize co-curricular activities. Most felt that current activities were sufficient; however they need to be managed more effectively. They also felt that financial constraints were limiting the extent to and the manner in which the co-curricular activities were being organized in schools. Most of the teachers felt that special training needs to be imparted to them for conducting co-curricular activities.

**Sunith Kumar and Arockiasamy (2012)** conducted a study on *relationship between values of co-curricular activities and personality traits of higher secondary students*.

The major objectives of the study were: i) to find out whether there is any significant difference in the values of co-curricular activities as perceived by higher secondary students. ii) to find out whether there is any significant difference in personality traits viz., self-esteem, independence, self-acceptance and self-disclosure of the higher secondary students. iii) to find out whether there is any significant relationship between values of co-curricular activities and personality traits of higher secondary students. The sample consisted of 1000 higher secondary students from Kanyakumari district drawn through stratified random sampling technique. Findings indicates that, no significant difference found in the values of co-curricular activities perceived by higher secondary students with regard to the background variables expecting between government and private school students. Significant difference was noticed in independence with respect to gender, self-acceptance with respect to school locality and native place. Significant relationship found between the values of co-curricular activities as perceived by the higher secondary students and their personality traits such as self-esteem, independence, self-acceptance and self-disclosure.
Annakodi (2011) conducted a study on relationship between co-curricular activities and academic achievement among the second year students of arts and science colleges in Coimbatore.

Major objectives of the study were to find out the significant relationship between co-curricular activities and academic achievement of arts and science college students, and to find out the significant difference between co-curricular activities of arts and science college students with regard to gender and type of college. Survey method was adopted and a sample consisted of 300 second year students of arts and science colleges in Coimbatore district drawn through random sampling technique. Major findings were: 1) significant difference found between boys and girls in their involvement in co-curricular activities. 2) Significant difference found between Government, aided and self-financed college students in their involvement in co-curricular activities. 3) Significant relationship found between the involvement in co-curricular activities and academic achievement of the students.

Arulmary (2011) conducted a study on faculty co-curricular excellence enhancement in arts and science colleges.

The objectives of this study were: i) to find out the level of participation of teachers working in aided, partially aided and unaided arts and science colleges in their faculty co-curricular excellence enhancement programmes. ii) to find out whether the teachers working in autonomous and non-autonomous arts and science colleges differ in their participation in faculty co-curricular excellence enhancement programmes. iii) to find out whether the teacher working in rural and urban arts and science college differ in their participation in faculty co-curricular excellence enhancement programmes. A sample of 805 teachers working in 31 colleges affiliated to Madurai Kamaraj University was selected by means of stratified random sampling technique. The findings revealed that co-curricular excellence enhancement was independent of remaining five aspects. In other wards autonomous colleges in general were found better than non-autonomous colleges in faculty co-curricular excellence enhancement.
Benedicta Rajammal and Amaladoss Xavier (2011) conducted a study on *influence of co-curricular activities on achievement in mathematics of XI standard students*.

The major objectives of the study were: i) to find out the level of co-curricular activities and its dimensions of XI standard students. ii) to find out the significant difference in co-curricular activities and its dimensions of XI standard students with regard to gender, locality, religion and community. iii) to find out the significant relationship between achievement in mathematics and co-curricular activities of XI standard students. The sample consisted of 400 higher secondary XI standard students in Tirunelveli educational district. Major findings of the study were: 1) The level of co-curricular activities and its dimensions of XI standard students were found to be average. 2) Significant difference found in co-curricular activities of XI standard students with regard to gender, locality, religion and community. 3) Significant relationship was not found between co-curricular activities and achievement in mathematics of XI standard students.

Chi Hung Leung and Raymond Chi Wing Ng (2011) conducted a study on *can co-curricular activities enhance the learning effectiveness of students?: an application to the sub-degree students in Hong Kong*.

The two purposes of this study were to use the time series between/within experimental design to examine whether participation in co-curricular activities could i) enhance student learning effectiveness and ii) have positive effects on the academic performance of self-funded sub-degree students in Hong Kong. A total of 575 students from the Associate Degree Foundation Program and the Associate Degree Program participated in this study. It was found that participation in co-curricular activities could not enhance student learning effectiveness. Rather, this study suggests that student learning effectiveness is affected by the time factor.

Manika Sharma and Tahira Khatoon (2011) conducted a study on *co-curricular activities and science achievement of secondary school students*.

The study was conducted to determine whether participating in sports, computer and internet related activities had any impact on students’ achievement in science of
secondary school students. The participating students (N=1500) were selected from urban and rural areas of two districts of western Uttar Pradesh. The t-test was applied to see the significant difference between the science achievement scores of different groups of students. Results indicate that the students involved in different activities yielded better science performance. Therefore, it was concluded that co-curricular activities affect academic performance in science.

**Dixie Watts Reaves, et.al. (2010)** conducted a study on *benefits and costs of faculty participation in extra-and co-curricular activities*.

This research seeks to identify these intangible benefits through surveys of faculty motivation relative to perceived student motivation for student participation. Results show that faculty were motivated by students' improved skills and improved learning of disciplinary principles. Faculty devoted their time mostly for the personal reward of working with students. In contrast, faculty perceived that students participate for fun and travel. Factors common to both groups were personal rewards realized by faculty and networking opportunities with faculty by the students.

**Sunith Kumar and Arockiasamy (2010)** conducted a study on *perception of co-curricular activities by higher secondary students and its influence on their academic achievement*.

The major objectives of the study were: i) to find out the difference in the values of co-curricular activities as perceived by higher secondary students with respect to their background variables. ii) to find out the relationship between co-curricular activities and academic achievement of higher secondary students. Survey method was adopted for the study. The findings insist that, the academic achievement of the higher secondary students does not depend on their co-curricular activities.

**Chad Stephen Ahren (2009)** conducted a study on *disentangling the unique effects of co-curricular engagement on self-reported student learning outcomes*.

This study uses data from 10,845 undergraduate students at 33 institutions that completed the National Survey of Student Engagement (NSSE) in spring 2006 to explore
patterns of student participation in co-curricular activities and their effects on self-reported outcomes. Controlling for in-class engagement and the institutional environment, regression analyses identified relationships between co-curricular engagement and student learning in areas of learning and personal development considered essential for effective performance in the 21st century. In general, students participate in these activities at moderate levels and the benefits they derive are limited, and are concentrated mostly in the personal and social development domains as contrasted with general education and practical competence. More systematic use of effective educational practices and ways to induce students to reflect on their experiences might improve the strength of these relationships.

Hodes, Jacqueline S (2009) conducted a study on assessment in student affairs: strategies to increase effective practice in co-curricular programs.

The Division of Student Affairs at West Chester University provides a diverse and extensive co-curricular program. The extent of assessment practice in the division is in need of improvement and expansion so as to meet the external accreditation mandates and the internal demand for excellence, accountability, and contribution to student learning. This project used department director and senior manager interviews and document review to examine the extent of assessment practice. The study also compared West Chester University’s assessment practice to other comparable institutions. The evaluation results produced eleven recommendations to resolve identified omissions in and strengthen the current assessment practices.

Jacquelyn R Elliott (2009) conducted a study on the relationship of involvement in co-curricular programs on community college student success and development.

The purpose of this study was to determine the relationship between involvement in formal, college-sponsored, co-curricular programs and student success and development at the community college, with success defined as grade point average and overall student satisfaction with the college experience and with development defined as self-confidence, ability to manage emotions, and emotional independence from parents. The study took place at three public community colleges located in central Kansas.
Ninety-four community college students who were involved in one of three formal, college-sponsored, co-curricular programs during their freshman year were compared to 96 of their peers who were not involved in a formal, college-sponsored program of this type. The analysis indicated that students involved in formal, college-sponsored, co-curricular programs had significantly higher grade point averages and satisfaction with the college experience. In addition, the involved students proved to be more self-confident, better able to manage emotions, and more emotionally independent from parents. The results substantiate consistent findings in the literature that the involvement in college- or university-sponsored co-curricular programs has a positive impact on student success and development.

**Jenkins, Carlton D (2009)** conducted a study on *what factors contribute to the achievement gap: a case study of multicultural/disadvantaged student participation in co-curricular activities at a large urban high school.*

The study analyzed the relationship between five independent variables related to participation in co-curricular activities, demographic characteristics of individual students, and four dependent variables related to academic achievement at a large urban high school in the Midwest. The independent variables included the following: major, minor, and non-participation in co-curricular activities, student background, and socioeconomic status. In this study, academic achievement was defined by high school class rank, grade point average, whether a student took the ACT exam and performance on the ACT exam. A database of 1,440 students who graduated over a four year period from the large urban Midwestern high school between 2003 and 2006 was utilized. Major participation in co-curricular activities had a statistically significant and positive influence on grade point average, high school class rank percentile, and performance on the ACT exam. However, co-curricular participation was not found to have a statistically significant influence on the probability that a student takes the ACT exam.
Sheeba Beracah (2009) conducted a study on *co-curricular activities for developing leadership potential among students.*

Co-curricular activities form important and exciting features of life and it contribute enormously to the cultural social life that the student experience. The original initiative later came to include important qualities, such as leadership, healthy recreation, self-discipline and self-confidence. Since leadership is learned over time through involvement with others, extracurricular activities provide fertile ground for nurturing future leaders. Group participation offers unique opportunities for young people to belong support others and learn a variety of leadership styles. Students learn how to encourage others, create group spirit and resolve conflict. They begin to understand diverse attitudes, skills and talents and how to interact effectively with a diversity of people while working toward a common goal. Leadership in extracurricular activities has been finding to be more highly correlated with adult leadership. Although there were organized extracurricular activities for youth who wants to develop their leadership potential can do so through less formal methods. Individuals or groups can plan special project for a leadership plan by setting goals, objectives and timelines towards a mission of improving some area of the school or communion.

Streb, Arthur G (2009) conducted a study on *the association between high school student participation in co-curricular activities and academic achievement.*

The purpose of this study was to take a look at the academic achievement of students who are involved in co-curricular when statistically compared to the performance of their peers who are not involved in co-curricular activities. The scope of the investigation only includes high school students and the relationship between their involvement in activities and their academic performance. In addition, it does differentiate between the types of co-curricular activities a student is involved in, be it sports or performing groups, or even after-school clubs. Although there are many instruments used to measure student achievement, this study relied on two commonly utilized and universally accepted methods; ACT scores and Grade Point Averages. Much of the research into co-curricular activity participation by High School students suggests that such pursuits have a positive correlation with improved academic achievement. The
research conducted in this study supports previous studies which showed that participation in co-curricular activities had a positive association with students' academic achievement. In this study, 492 graduating seniors were surveyed regarding their four year participation in after-school programs.

Jayakumari and Alphonseraj (2008) conducted a study on *relationship between the involvement in co-curricular activities and the scholastic achievement of high school students in Kuzhithurai educational district.*

The major objectives were: i) to find out the level of involvement in co-curricular activities and scholastic achievement of high school students. ii) to find out the significant difference between high school boys and girls in their involvement in co-curricular activities. iii) to find out the significant relation between involvement in co-curricular activities and scholastic achievement of high school students. The sample consisted of 250 IX and X standard students studying in six high and higher secondary schools in Kuzhithurai educational district. The major findings were: 1) the level of involvement in co-curricular activities and scholastic achievement of high school students were found to be moderate. 2) Significant difference found between boys and girls in their involvement in co-curricular activities with regard to the dimensions sports & games and social service. 3) Significant difference found between rural and urban school students in their involvement in co-curricular activities with respect to sports & games and social service. 4) Significant relationship found between co-curricular activities and scholastic achievement of high school students.

2.3 SECTION II: STUDIES RELATED TO PERSONALITY DEVELOPMENT

Iboro and Oladipo (2014) conducted a study on *openness to experience, conscientiousness and gender as personality indicators of career maturity of in-school adolescents in Ibadan, Nigeria.*

This study investigated the influence of openness to experience, conscientiousness and gender on the career maturity of in-school adolescents in two military secondary schools in Nigeria. Sample (N=200) consisted of 48 senior secondary students. This
comprised of 109 males and 91 females. The openness to experience and conscientiousness subscales of the Big Five personality inventory were used to measure participants’ openness to experience and conscientiousness while the career maturity subscale of career development questionnaire was used to measure career maturity. Results of regression analyses revealed significant joint effect of openness to experience and conscientiousness on career maturity; significant independent effect of openness to experience on career maturity. There was also a significant influence of gender on career maturity with males showing more career maturity than females. Results of this study have further confirmed the need for adequate psychological screening of adolescents for suitable careers at an appropriate age.

Ramkumar and Thamodaran (2014) conducted a study on personality traits of prospective teachers.

The major objectives were to find out the level of personality traits of prospective teachers in Kanyakumari, Tirunelveli and Tuticorin districts and to find out significant difference in personality traits such as perfectionism, conscientiousness, self-reliance, adjustment and self-concept. Survey method was adopted and a sample of 1135 prospective B.Ed teachers from Kanyakumari, Tirunelveli and Tuticorin districts were selected using stratified random sampling technique. The major findings were: 1) The level of personality traits of prospective teachers was found to be moderate. 2) Significant difference was not found between male and female prospective teachers in their personality traits like perfectionism, conscientiousness, self-reliance and self-concept. But, significant difference was found between male and female prospective teacher in their adjustment. 3) Significant difference was not found between UG and PG prospective teachers in their personality traits such as perfectionism, conscientiousness and self-reliance. But, significant difference was found between UG and PG prospective teachers in their personality traits such as adjustment and self-concept.
Rang Lee and Kristen Kemple (2014) conducted a study on preservice teachers' personality traits and engagement in creative activities as predictors of their support for children's creativity.

The purpose of this study was to examine relationships among preservice teachers' personality traits, their own engagement in creative activities, and their beliefs about the teaching practices that have been shown to support children's creativity. A total of 302 early childhood and elementary preservice teachers participated in this study. The Ten-Item Personality Inventory (TIPI), the Creative Behavior Inventory (CBI), and the Creativity-Fostering Teacher Behavior Index (CFTI) were used to measure the preservice teachers' personality traits (Five-Factor Model), creativity-related experiences, and their creativity-fostering teaching practices. A conceptual model was hypothesized, tested, and supported by the results using multiple regression analyses and Sobel mediator tests. Findings indicate that preservice teachers who had higher scores on the openness to experience personality trait had more engagement in creativity-related experiences; those who had higher scores on the openness trait and who had more creativity-related experiences were more likely to espouse creativity-fostering teaching styles; and preservice teachers' own creativity-related experiences fully/partially mediated the relationship between the openness trait and their beliefs about specific creativity-fostering teaching practices.

Rebecca Hun Ping Cheung and Chi Hung Leung (2014) conducted a study on preschool teachers' perceptions of creative personality important for fostering creativity: Hong Kong perspective.

The purpose of this study was to develop a rating scale (Creative personality Questionnaire, CPQ) to elicit Hong Kong Chinese preschool teachers’ perceptions of creative personality and to determine the factor structure of the CPQ. Participants comprised of 564 Chinese preschool teachers. A series of exploratory and confirmatory factor analysis revealed a 20 items, five-factor model (cognitive abilities, discipline, motivation, inventiveness, personal properties) for the CPQ. While most of the personality characteristics in the CPQ were congruent with those suggested in the literature, characteristics relating to well mannered, honest, cautious, and need for
recognition in the discipline domain reflects the influence of Chinese culture. The core creative personalities perceived by the Hong Kong Chinese preschool teachers were found to be similar and these characteristics generally aligned with the western views.

**Lifang Zhang** (2013) conducted a study on *psychosocial development and the big five personality traits among Chinese University students*.

This study explores how psychosocial development and personality traits are related. In particular, the study investigates the predictive power of the successful resolution of the Eriksonian psychosocial crises for the Big Five personality traits beyond age and gender. Four hundred university students in mainland China responded to the Measures of Psychosocial Development and to the NEO Five-Factor Inventory. Results indicate that the successful resolution of particular Eriksonian crises reversely predicted neuroticism, but positively predicted extraversion, openness, agreeableness, and conscientiousness. The amounts of these contributions went substantially beyond what was predicted by age and gender.

**Mehmet Kemal Aydin, et.al. (2013)** conducted a study on *examining the effects of pre-service teachers' personality traits on their teaching competencies*.

The current research aims to investigate the effects of pre-service teachers’ personality traits on their perceived teacher competencies. The quantitative study was conducted by employing a cross-sectional survey design with 206 teacher candidates who were preparing for Teacher Qualification Exam (KPSS) in 2013. The quantitative data were collected through two scales entitled ‘Adjective Based Personality Test’ (ABPT), and ‘Teachers’ Perception of Competence Scale’ (TPCS). The quantitative data were analyzed through utilizing a structural equation modeling (SEM) in AMOS 16.0 and employing path analysis at a significance level of .05. The findings illustrated that extraversion, neuroticism, agreeableness and conscientiousness have significant effects on teaching competencies. Specifically, extraversion has the biggest significant effect on teaching competencies; however, neuroticism has a negative significant effect. On the other hand, personal development was found to be the most influenced dimension of teaching competencies by personality traits.
Bart Wille, et.al. (2012) conducted a study on a transactional approach to person-environment fit: reciprocal relations between personality development and career role growth across young to middle adulthood.

The present study examined the dynamic interactions between career role development and personality development over a time interval of 15 years. A sample of college alumni \( (N = 260) \) provided self-reports on Big five traits three months prior to graduation and 15 years later when their career had unfolded. Results first indicated significant positive associations between personality trait levels and initial career role engagement: Extraversion predicted Presenter, Director, Inspirator and Guide roles; Conscientiousness predicted Expert role; Agreeableness predicted Guide role; and Openness to experience predicted Presenter role. Further, initial trait levels were found to predict subsequent changes in career role engagement, and the strength of these associations varied according to career stage. Finally, change in career roles over time was associated with change in at least one personality trait, except Openness to experience.

Emily A. Stone, et.al (2012) conducted a study on is variability in mate choice similar for intelligence and personality traits? Testing a hypothesis about the evolutionary genetics of personality.

This study tests the hypothesis presented by Penke, Denissen, and Miller (2007) that condition dependent traits, including intelligence, attractiveness, and health, are universally and uniformly preferred as characteristics in a mate relative to traits that are less indicative of condition, including personality traits. The investigators analyzed between-culture means standard deviations of preference ratings and rankings provided by nearly 10,000 people in 37 cultures for 18 characteristics in a potential mate. Contrary to the hypothesis, preferences for traits indicating agreeableness and conscientiousness were not more variable than preferences for intelligence, and preferences for traits indicating low neuroticism were more uniform than preferences for intelligence.
Sunith Kumar and Arockiasamy (2012) conducted a study on parental influence on psychological value perception of co-curricular activities: its links with improving personality traits of higher secondary students.

The present study utilized data from 1000 higher secondary school students to find out the influence of parental factors in perceiving the psychological values of co-curricular activities and in improving their personality traits. Findings indicated a negative influence of parents; however the psychological values of co-curricular activities exerted significant positive influence on the selected personality traits of higher secondary students. The results point out the need to ensure effective participation of students in co-curricular activities which could boost their personality.

Binaca Prather Jones (2011) conducted a study on some people aren’t cut out for it": the role of personality factors in the careers of teachers of students with EBD.

This qualitative study explores reasons that experienced teachers of students with emotional and/or behavioral disorders give for remaining in their field. In discussing career decisions, these teachers consistently pointed to the importance of personal characteristics, such as the fit between their personality and the demands of the job. These findings point to the importance of recruiting appropriate candidates for this field and helping pre- and in-service teachers develop the personal skills necessary to cope with the unique demands of the job.

Laila Azwa Ramli (2011) examined the relation between anxiety and other personality traits among students in Malaysian University.

This study was an attempt to investigate the relationship between anxiety and personality traits among students of university putra Malaysia. The present study was a descriptive correlation research. The relationship of state and trait anxiety and personality traits was investigated. Besides, the differences in demographic variables with regard to anxiety and differences between personality traits of anxious and non-anxious students were also examined. Five faculties were randomly selected from the list of 13 faculties at University putra Malaysia. Accordingly based on the disciplines, 263 subjects were selected from the five faculties using the cluster random sampling. The major findings
were, significant difference found in anxiety across some demographic variables including age, gender, ethnicity, course of study, marital status and place of residence. Besides, significant relationship was reported between personality traits and some demographic variables. Finally, the stepwise multiple regression revealed that the personality traits and some demographic variables had significant linear relationship with anxiety.

Milton (2011) conducted a study on impact of CAL on academic achievement and personality development of the middle school students in Kanyakumari district.

The major objectives of the study were to study the attitude towards CAL, level of academic achievement and personality development of middle school students of Kanyakumari district and to find out the impact of CAL on personality development of the middle school students of Kanyakumari district. A sample of 90 teachers and 414 students from middle schools of Kanyakumari district were randomly selected for the study. The major findings were: 1) The level of Personality development of middle school students attending CAL programme was found to be moderate. 2) Significant difference found between boys and girls attending CAL programme in their communication skill. 3) Further significant difference was not found between boys and girls in their personality development. 4) The findings also revealed that the students attending CAL programme were better than the students not attending CAL programme in their personality development in general and with respect to gender and locality of the students, which implies the CAL had more impact on the personality of the middle school students.

Premalatha & Porgio (2011) conducted a study on relationship between personality traits and achievement in mathematics of higher secondary students.

The major objectives were: i) to find out the level of personality traits such as extroversion-introversion, self-concept, independence-dependence, temperament, adjustment and anxiety of higher secondary students. ii) to find out the significant difference in the personality traits with respect to the background variables. iii) to find out the significant association between personality traits and academic achievement in
The sample consists of 1200 students from 21 higher secondary schools of Kanyakumari, Tirunelveli and Tuticorin districts of Tamil Nadu. The major findings of the study were: 1) large percentage of higher secondary students was ambiverts. 2) Significant difference was not found between male and female students in their personality traits. 3) There was no significant influence of personality traits on achievement in mathematics. 4) Significant inter-correlations among the traits of personality and achievement in mathematics were found.

Clark and Schroth, Christopher (2010) conducted a study on examining relationships between academic motivation and personality among college students.

Relationships between personality and academic motivation were examined using 451 first-year college students. Multiple regressions compared three types of intrinsic motivation, three types of extrinsic motivation and a motivation to five personality factors. Results indicated that those who were intrinsically motivated to attend college tended to be extroverted, agreeable, conscientious, and open to new experiences; although these trends varied depending on the specific type of intrinsic motivation. Those who were extrinsically motivated tended to be extroverted, agreeable, conscientious, and neurotic; depending on the type of extrinsic motivation. Those who lacked motivation tended to be disagreeable and careless. These results suggest that students with different personality characteristics have different reasons for pursuing college degrees and different academic priorities.

Lubbers, Miranda J. et.al. (2010) conducted a study on does homework behavior mediate the relation between personality and academic performance?.

The present study examined whether three aspects of homework behavior, namely homework time, procrastination, and learning strategies, mediate the relation between personality and academic performance, controlling for cognitive ability, track level, gender, and ethnicity. The investigators investigated this in a nationally representative sample of about 9000 secondary school students in The Netherlands (average age 13 years). Results indicated that all personality traits were related to homework behavior, and that both personality and homework behavior were related to end-of-year grades in
math and Dutch language. Nevertheless, homework behavior only partially mediated the relation between personality and grades.

**Sahayaraj (2008)** conducted a study on *the impact of educational system of Don Bosco on the personality development of students.*

The major objectives of the study were to find out the level of personality development and perception of impact of Don Boscos Educational System of X and XII standard adolescent students, and to find out the relationship between personality development and the educational system of Don Bosco. Survey method was adopted for the study. The population comprised of the adolescent students of X and XII standard students in the high and higher secondary schools of salesian province of Tiruchy, Tamil Nadu. 200 students from X and XII standards of four Don Bosco schools from Trichy were selected as sample. The major findings were: 1) The level of Personality development of the students were found to be moderate. 2) Significant difference found between male and female adolescent students in their social concern, emotional adjustment, assertiveness, value system and culture and self-awareness. 3) Significant difference found between rural and urban school adolescent students in their personality development except the dimension leadership skill. 4) Significant relationship was not found between personality development and perception of impact of Don Boscos Educational system of X and XII standard students.

**Sheeja (2008)** conducted a study on *relationship between school perception and personality development of high school students.*

The major objectives of the study were to find out the level of school perception and personality development of high school students, and to find out the relationship between school perception and personality development of high school students. The sample consists of 200 high school students from five schools in Kuzhithurai, Kanyakumari district. The findings were: 1) the level of school perception and personality development of high school students were found to be moderate. 2) Significant difference was found between boys and girls in social concern and value system and culture. 3) Significant difference found between rural and urban students in
social concern, leadership skills and communication skills. 4) Significant relationship was found between school perception and personality development of high school students.

**Arulrajan (2007)** conducted a study on *personality development of N.C.C students.*

The objectives of this study were to find out the level of personality development of XI standard N.C.C students and to find out the difference between male and female cadets in their personality development. The investigator used survey method for collecting data. Population of the study was the N.C.C cadets studying in XI standard in Kanyakumari, Tirunelveli and Thoothukudi districts. 133 N.C.C cadets from 14 schools were selected as sample. Personality development index was used as tool to measure the personality development of the cadets. The findings were, personality development of the N.C.C cadets were moderate. Significant difference found between male and female cadets in their social concern. Significant difference was not found between male and female cadets in their emotional adjustment, assertiveness, value and culture, leadership skills, communication skills, self-awareness, self-confidence, interpersonal relationship, stress on coping ability. Significant difference was not found between rural and urban area N.C.C cadets in their overall personality development.

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

Objectives of this study were to find out the self-concept and personality of teacher trainees in relation to sex, community and locale; and to study the relationship of self-concept with personality. For the study all the elementary and secondary level TT admitted in the different training institutions in Meghalaya were taken into account. A respective sample of the population is drawn by adopting stratified random sampling technique, the strata being the different level of TT. The Findings were, the level of self-concept of teacher trainees for each dimension was noted: the highest percentage (77.50%) of the high level category is found to be in SCD-E (moral), the highest percentage (89.69%) of the average level category is found in SCD-F (intellectual). There was a significant difference between the means of male and female teacher trainees in SCD of physical, social and moral and the level of the scores in each primary
personality factors (PPF) were found: the highest percentage (49.53%) of the teacher trainees was assertive, aggressive, stubborn.

**Timothy Jay Custer (2005)** conducted a study on *the relationships between personality traits and subjective well-being in adolescents*.

The current study used a quasi-experimental design in an effort to examine the relationships between 5 personality traits and subjective well-being in an adolescent sample. Data shows that, among the participants in this study, there appears to be a strong causal relationship between each of these traits and subjective well-being, although the results also indicate that not all traits influence all components of subjective well-being, despite previous research to the contrary. The current study indicates that together, the personality traits of locus of control, self-esteem, optimism, extraversion and neuroticism account for 55% of subjective well-being and 58% of overall happiness. This study adds to previous research by demonstrating the value of examining a variety of global evaluations of subjective well-being as well as including all 5 of the personality traits that have been shown to correlate with subjective well-being.

**Srivastava (2004)** conducted a study on *mental health and personality adjustment among optimistic and pessimistic students*.

The main objective of the study was to investigate the difference between optimistic and pessimistic students in terms of mental health and personality adjustment. The sample comprised of 150 students in which 75 were male and 75 were female students. The major findings were: 1) The optimistic students had significantly better mental health than pessimistic students. 2) Optimistic students significantly differ from pessimistic students on personality adjustments.
2.4 SECTION III: STUDIES RELATED TO DECISION MAKING

Hasan Hariri, et.al. (2014) conducted a study on leadership styles and decision-making styles in an Indonesian school context.

School leadership has been well researched in developed countries. However, in Asia, particularly in Indonesia, school leadership has not been well explored. Using survey data from a sample of 475 teachers in six Lampung school districts, this paper examines the relationships between school principal leadership styles and school principal decision-making styles in an Indonesian school context. Findings are that most of the relationships between school principal leadership styles and school principal decision-making styles are significant. These findings suggest that teachers perceive that principals should exhibit much more transformational leadership style and rational decision-making style but avoid laissez-faire leadership style and avoidant decision-making style.

Marlies Honingh and Edith Hooge (2014) conducted a study on the effect of school-leader support and participation in decision making on teacher collaboration in Dutch primary and secondary schools.

The investigators carried out secondary analyses on existing data from a large quantitative study conducted in primary schools (n= 271) and secondary schools (n = 343) to examine the extent to which teachers collaborate and to identify organizational characteristics and teachers’ personal characteristics that affect teacher collaboration. The models we developed using structural equation modeling reveal that teacher collaboration in primary schools is influenced by the extent to which teachers perceive school-leader support, teachers’ satisfaction concerning their participation in decision making and teachers’ orientation towards student performance. The model for secondary schools is more straightforward: only perceived school-leader support directly influences teacher collaboration.
Feng I Feng (2013) conducted a study on moral intensity and school principals' ethical decision-making: an empirical study.

This study explores the relationship between perceived moral intensity and the first three stages (moral recognition, judgment, and intention) of the ethical decision-making process for school principals. A survey consisting of four scenarios was conducted with 790 school principals in Taiwan. The results revealed differences in perceived moral intensity and the ethical decision-making process between scenarios. The two-factor solution for moral intensity and the relationship between moral intensity and moral recognition, judgment, and intention were found. In addition, perceived potential harm appeared to have a stronger relationship with moral judgment and intention. However, the correlation between moral intensity and principals' moral recognition appeared to be weak.

Helge Gresch, et.al. (2013) conducted a study on training in decision-making strategies: an approach to enhance students' competence to deal with socio-scientific issues.

Dealing with socio-scientific issues in science classes enables students to participate productively in controversial discussions concerning ethical topics, such as sustainable development. In this respect, well-structured decision-making processes are essential for elaborate reasoning. 386 students were tested in a pre-post-follow-up control-group design that included two training groups. An open-ended questionnaire was used to assess decision-making competence in situations related to sustainable development. The decision-making training led to a significant improvement in the post-test and the follow-up, which was administered three months after the training. Long-term effects on the quality of the students' decisions were evident for both training groups. Gains in competence when reflecting upon the decision-making processes of others were found, to a lesser extent, in the training group that received the additional meta-decision training.
Jasmin Olga sarafidou and Georgios Chatziioannidis (2013) conducted a study on teacher participation in decision making and its impact on school and teachers.

The purpose of this paper was to examine teacher involvement in different domains of decision making in Greek primary schools and explore associations with school and teacher variables. A survey employing self-administered questionnaires, with three domains of decision making, was used. Scales measuring perceived school climate, self-efficacy and job satisfaction were also included. Data were collected from 143 teachers working in primary schools located in different areas in Greece. The multidimensional approach to measuring teacher participation in decision making revealed quite high actual participation in decisions concerning students' and teachers' issues, but low levels of participation in managerial decisions. The discrepancy between the actual and desired levels of participation showed significant deprivation across all decision-making domains. Greater participation in decisions concerning teacher issues and lower levels of deprivation of participating in managerial issues were associated with teachers' perceptions of better leadership and higher collegiality in schools. The strongest predictor of both teachers' sense of efficacy and job satisfaction was their participation in decisions concerning teacher issues. The study underlines the value of dimensionality in investigating decision making in schools.

Rosemary R Kelly and Tim Hatcher (2013) conducted a study on decision-making self-efficacy and barriers in career decision making among community college students.

This study explored differences between career decision-making self-efficacy (CDMSE) and career barriers of students enrolled in applied technology programs compared to those enrolled in college transfer. Participants in the ex post facto cross-sectional survey included 787 students at a community college. The Career Decision Self-Efficacy-Short Form and Career Barriers Inventory-Revised were administered to participants, and data were analyzed using two sample t tests, ANOVA and multiple regression models. There were significant differences between applied technology and college transfer students in terms of career barriers and career decision-making self-efficacy. Applied technology students, who tended to be older, had higher career decision-making self-efficacy scores than the college transfer students; this did not
change across the other demographic variables. College transfer students, who tended to be younger, had higher perception of career barriers scores; this did not change across demographic variables.

Davide Parmigiani (2012) conducted a study on *teachers and decision-making processes: an Italian exploratory study on individual and collaborative decisions*. This research was aimed at highlighting the decision-making processes of Italian teachers; in particular, the researcher has focused on individual and collaborative decisions developed both during meetings and in the classroom. The study has underlined the features of teachers’ decisions when decisions were made in groups and individually. A questionnaire was administered to teachers (N=411) of Italian basic schools and, in addition, the investigator observed 18 meetings. The findings of this research indicate the main modalities for teachers’ decisions when they work individually or in groups.

Deepa and Annaraja (2012) conducted a study on *influence of emotional intelligence and thinking styles on decision-making of distance education B.Ed students*. The main objectives of the study were: i) to found out the difference between male and female students in their decision making. ii) to found out the relationship between emotional intelligence and decision making of B.Ed students. iii) to found out the influence of emotional intelligence and thinking styles on decision making of distance education B.Ed students. Survey method was used for data collection. The sample consists of 900 students studying B.Ed degree course through distance mode in IGNOU, TNOU and Manonmaniam Sundaranar University, Tirunelveli. Major findings were: 1) No significant difference found between male and female in their decision-making. The mean scores show that males were better than females in their decision making. 2) Significant relationship between emotional intelligence and decision making of B.Ed students. 3) No significant relationship found between interpersonal logic-mathematical, intrapersonal, naturalist and musical thinking. But there is significant relationship found between linguistic, spatial, existential and kinesthetic thinking. 4) Significant influence of emotional intelligence and thinking styles on decision making of B.Ed students. 5) The
study also reveals that age, educational qualification and annual income influencing B.Ed students decision making.

**Junancy Shiny (2012)** conducted a study on *decision making of high school students in relation to intelligence and home environment*.

The main objectives of the study were: i) to find out the level of decision making, intelligence and home environment of high school students. ii) to find out the relationship between decision making, intelligence and home environment of high school students. Survey method has been used for collecting the data. The sample consists of 500 high school students of Tirunelveli educational district. The major findings were: 1) the level of decision making, intelligence and home environment of high school students were found to be moderate. 2) Significant difference was found between male and female high school students in their decision making. The mean scores show that female students were better than male students in their decision making. 3) Significant positive relationship was found between intelligence and decision making of high school students. 4) Significant relationship found between decision making and home environment of high school students.

**Radha (2012)** conducted a study on *relationship between modernity and decision making skill of XI standard students*.

The main objectives of the study was to find out the level of modernity and decision making of XI standard students and to find out the relationship between modernity and decision making of XI standard students. The major findings were, the level of modernity and decision making of XI standard students were found to be moderate. Significant difference was not found between male and female XI standard students in modernity and decision making skill. Significant relationship found between modernity and decision making skill of XI standard students.
Wellington Samkange (2012) conducted a study on teacher involvement in decision making: a case for school administration and management in Zimbabwe.

The study aimed at establishing the extent to which primary school teachers in the selected primary schools were involved in decision making in various areas in their schools. To find answers to the main research problem, the researcher raised three research questions. There were two different questionnaires; one for teachers and another for school heads. Major findings of the study show that almost all the teachers in the sample wanted to be involved in all areas of decision making identified in the study. These included financial management, conflict management, resource allocation, staff meeting agenda, teacher supervision, sports administration, syllabus interpretation and organizing school functions. The results of the study further show that whilst teachers were happy with their involvement in decision making in such areas as co-curricular, lesson planning, preparation and presentation, syllabus interpretation and organizing school functions, the same cannot be said about their involvement in such areas as finance, supervision, resource allocation and conflict management.

Bethencourt, et.al. (2011) conducted a study on personality and career decision making in undergraduates.

The relationships between personality and career decision making in undergraduates were analyzed in this work. The hypothesis was that efficient personality was associated with the more mature process of career decision making. For this hypothesis, the Questionnaire of Efficient Personality and the Inventory of Career Factors was administered to 497 students in their final year of undergraduate school. The collected data was put under factorial analysis, analysis of differences of averages, and analysis of variance. The results confirm that an effective personality is tied to career decision making based as much on one’s knowledge of oneself as an understanding of the working world.
Georgia Koumoundourou, et.al. (2011) conducted a study on parental influences on Greek adolescents’ career decision-making difficulties: the mediating role of core self-evaluations.

The purpose of the study was to explore the influence of family characteristics (family function and parental authority styles) and core self-evaluations (CSE), in adolescents’ career formation. Using a sample of 289 Greek students, it was found that for male students the permissive and authoritarian parenting styles and the family cohesion contributed significantly to the prediction of CDM difficulties. Males’ decision-making difficulties were not influenced by CSE. Females’ decision-making difficulties were influenced negatively only by the parents’ authoritarian style. Contrary to males, CSE fully mediated the relationship between the authoritarian style and females’ decision-making difficulties. The specific findings were discussed in reference to gender differences in adolescents’ personality development.

Kingston (2011) conducted a study on personality traits and decision making of B.Ed., students.

The main objective of the study was to find out the level of personality traits and decision making of B.Ed., students. Also, to find out the significant relationship between personality traits and decision-making of B.Ed., students. Survey method has been used for data collection. The sample consists of 500 B.Ed., college students from Madurai district. The major findings were: 1) the level of personality traits and decision making were found to be moderate. 2) Significant difference found between male and female in their personality traits and as well as their decision making. 3) significant relationship found between personality traits and decision making of B.Ed students.

Carol Midgley & Harriet Feldlaufer (2010) conducted a study on students’ and teachers’ decision-making fit before and after the transition to junior high school.

Student and teacher perceptions of actual and preferred student decision-making opportunities in mathematics classrooms are assessed before and after the transition to junior high school in a longitudinal sample of 2210 students in 117 pre-transition and 137 post-transition classrooms. The findings include: (a) students and teachers perceive fewer
actual student decision-making opportunities after than before the transition; (b) students express a preference for more decision-making opportunities while teachers believe students should have fewer opportunities after than before the transition; and (c) the congruency between students' actual and preferred perceptions declines after the transition while teacher perceptions both before and after the transition are highly congruent.

**Kaucher, Ellie (2010)** conducted a study on *ethical decision making and effective leadership*.

This study determined common characteristics of effective and ethical educational leaders as well as explored the extent to which ethical decision making is an indicator of an effective ethical leader. Data were collected in the form of a survey. The survey instrument was designed by the researcher and included demographic questions along with questions specific to the key variables in the study. The survey was administered at three universities and colleges in Southern California; 168 out of 180 pre-K through higher education educators responded to the survey. The data suggested that from an educator's perspective, there is a strong correlation between effective leadership and ethical decision making. This study found that honesty and integrity are the most important characteristics an educator values in his or her leader.

**Prakash & Annaraja (2010)** conducted a study on *Relationship between social intelligence and decision-making skill of higher secondary students*.

Major objectives of the study were to found out the difference in social intelligence and decision-making with regard to gender, locality and religion. Also, it intends to study the relationship between social intelligence and decision-making of higher secondary students. Survey method was used to collect the data. The major findings were: 1) significant difference was not found in decision-making skills of higher secondary students with regard to gender, locality and religion. 2) Significant relationship was not found between social information processing, social skill, social awareness, social intelligence and decision making skill of the students.
**Rohit Ghosh Agarwal (2010)** conducted a study on *resilience in relation to personality, cognitive styles and decision making of management students in Jharkhand University.*

The main objectives of this study were: i) to study the plausible relationship between different types of personality, cognitive styles and decision making styles and resilience in the management students. ii) to study the impact of personality types, cognitive styles and decision making styles on resilience in management students. A sample of 130 students was selected randomly between the age group of 20-25 years from management faculty in Jharkhand University. Results showed that resilience has a positive association with thinking personality type whereas it has shown inverse relationship with feeling-personality type. Furthermore, the systematic and intuitive cognitive styles have shown positive correlation with resilience. Finally the systematic cognitive style has shown significant influence on resilience. The study concluded with the implication of resilience in the business world and approaches to enhance resilience in the management students.

**Sibichen (2010)** conducted a study on *critical thinking and decision making skills in teaching.*

The objective of this study was to find the level of critical thinking and decision making skills of the secondary teacher education students. The method adopted in this study was survey method. The sample consisted of 75 secondary teacher education students. The major findings were, there was significant difference between graduate and post graduate secondary teacher education students in their decision-making skill, while comparing the mean scores, post graduate secondary teacher education students are better than graduate students.

**Mueller, Crystal A (2009)** conducted a study on *influence of transformational leadership style on decision-making style and technology readiness: a correlation study.*

The purpose of the quantitative correlation study was to determine the relationship between transformational leadership styles, decision-making styles, and technology readiness. The findings of the study answered research questions in three areas: transformation leadership styles in relationship to decision-making styles,
transformational leadership styles in relationship to technology readiness, and decision-making styles in relationship to technology readiness. The sample was a group of leaders at a large rural school district in Wyoming. Findings indicated no evidence of transformational leadership styles as related to the dependent variables. Evidence was found that decision-making styles have a relationship to technology readiness. The significance of the study was to increase knowledge in the areas of leadership, decision-making, and technology implementation.

Gokalp, Gokce (2008) conducted a study on effects of stress on teacher decision making. The effects of stress on the decisions teachers make in dealing with authentic classroom based problems in K-6 classroom settings was examined. The study particularly addressed what strategies teachers choose in dealing with pupil behavior problems, and what influence, if any their level of stress had on these choices. The role teachers' years of experience and amount of behavior management training they received might play in the choices teachers make was also explored. Finally the impact of different types of behavior problems on teachers' strategy selection was examined. 84 elementary school teachers with varying years of teaching experience were asked to complete two questionnaires, and respond to 3 vignettes that describe student behavior problems that might occur during instruction. The independent variables were teacher stress measured by The Teacher Stress Inventory (TSI) (Fimian, 1988), participant's years of teaching experience, and the amount of behavior management training they received. The results indicated that as stress level increased likelihood of using effective strategies decreased, and likelihood of using ineffective strategies increased. Results also showed that having more experience and more behavior management training did not necessarily lead to more effective strategy selection. Finally it was found that the type of behavior problem described in the vignettes did impact the type of strategies teachers selected to deal with the misbehavior.
Morey, Janis T (2008) conducted a study on *components of decision-making strategies for college students.*

Utilizing decision-making components, this study addresses questions of group differences in response to training for decision description, decision mapping, multiple social perspective-taking (SPT), and incubation. The study was conducted in the fall of 2007 with a sample of Texas Christian University undergraduates (n = 283; males = 77, females = 206) enrolled in Psychology coursework. Findings for participants whose intervention included SPT were significantly better able to develop and evaluate decision options, and develop coherent plans for effective decision-making advice than students who did not receive SPT training. The study addresses a major gap in the college student decision-making literature and provides some preliminary evidence to suggest that the effectiveness of college students' decision-making ability will likely increase when provided with simple, yet powerful strategies.

Rajesh & Rohit (2008) conducted a study on *ethical decision making of secondary school teachers in Haryana.*

The main objective of this study was to find out the ethical decision making of secondary school teachers in Haryana. Survey method has been used and the tool was cognitive style inventory. The variables were divided into those unique to the individual decision maker and those considered situational in nature. Variables related to an individual decision maker examined in this study were nationality, religion, sex, age, education, employment and personality. Situation specific variables examined in this study were referent groups, rewards and sanctions, codes of conduct, type of ethical conflict, organization effects and school climate. The findings were there was significant difference in decision making of secondary school teachers regarding their variables mentioned above. There was significant difference found between male and female teachers in their decision-making.
Venugopal & Ramakrishnan (2007) conducted a study on *individual differences in adult decision making competence.*

The objectives of this study were to find out the level of decision making among adults for their improvement and to find out the level of significance of decision making among various age groups of adults. The authors evaluated the reliability and validity of a set of 7 behavioral decision making tasks, measuring different aspects of the decision making process. The tasks were administered to individuals from diverse populations. Participants showed relatively consistent performance within and across the 7 tasks, which were then aggregated into an adult decision making competence index that showed good reliability. Participants who performed better on the adult decision making competence were less likely to report negative life events indicative of poor decision making, as measured by the decision outcomes inventory. The findings indicated that there was no significant difference in decision making among different age group of adults. There was significant figure for making correct decision among adults, which indicates they were aware of their future.

Amjad, Md. Zabardast (2006) conducted a study on *administrative and academic decision making in selected colleges of the University of Delhi.*

The purpose of this investigation was first to determine the relationships among the academic decision styles of a college principal and teachers on major decision styles and leadership and also individual demographics of principals and their decision styles. The quantitative study employed the survey method in its research design. It surveyed 14 college principals and 70 teachers selected from the 14 colleges. The investigation found significant relationship among the modeling, the way and conceptual decision style, inspiring a shared vision and directive decision style and also encouraging good work and behavioural decision. The researcher concluded that principals who have more conceptual decision style are better able in inspiring a shared vision. It was also found that principals who have less behavioural decision style are better able to encouraging good work.
2.5 CRITICAL REVIEW

The investigator has reviewed a total number of sixty six Indian and Foreign studies. Among them, twenty studies are related to co-curricular activities, twenty one studies are related to personality development and twenty five studies are related to decision-making.

After a thorough examination of the collected reviews, the investigator found some of the review studies are related to the present study to some extent. These studies helped the investigator in formulating the objectives, hypotheses, tool construction, dimensions of the tools and statistical techniques required for data analysis.

After the critical evaluation of the studies related to co-curricular activities, the investigator has made the following conclusions.

Shagun Sikka and Anil Kumar Agnihotri (2013) was an evidence to suggest that co-curricular activities develop positive attitude and self-confidence in the students.

Yung Jong Shiah (2013) identified that, students who were more engaged in co-curricular activities had a healthier self-concept, psychological health, emotionally stable and had better social adaption and career development skills than other students.

Amala and Porgio (2012) in their study reported that there was significant difference found in personality traits with respect to gender and community. Also, there was significant relationship found between co-curricular activities and personality traits of higher secondary students.

Muhammad Daniyal (2012) identified that co-curricular activities affect academic achievements of the students and this impact also depends upon those activities in which the students were keenly involved.
Poonam (2012) identified in her study that majority of the teachers felt that they faced difficulty in seeking permission for educational trips for students from the management.

Sunith Kumar and Arockiasamy (2012) in their study reported that significant relationship found between the values of co-curricular activities and their personality traits such as self-esteem, independence, self-acceptance and self-disclosure.

Annakodi (2011) reported that there was significant difference found between boys and girls in their involvement in co-curricular activities. Also, significant difference found among Government, aided and self-financed college students in their involvement in co-curricular activities.

Benedicta Rajammal and Amaladoss Xavier (2011) in their study reported that there was significant difference found in co-curricular activities of XI standard students with regard to gender, locality, religion and community.

Jacquelyn R Elliott (2009) reported that the involvement in co-curricular programmes has a positive impact on student success and development.

Jayakumari and Alphonseraj (2008) reported that there was significant difference found between boys and girls in their involvement in co-curricular activities with regard to the dimensions sports and games and social service.

After the critical evaluation of the studies related to personality development, the investigator has made the following conclusions.

Ramkumar and Thamodaran (2014) concluded that there was significant difference found between male and female prospective teachers in their adjustment. Also, significant difference was found between UG and PG prospective teachers in their personality traits such as adjustment and self-concept.
Lifang Zhang (2013) reported that the successful resolution of particular Eriksonian crises positively predicted extraversion, openness, agreeableness and conscientiousness. It also associated with gender and age.

Mehmet Kemal Aydin (2013) concluded that extraversion, neuroticism, agreeableness and conscientiousness have significant effects on teaching competencies. Personal development was found to be the most influenced dimension of teaching competencies by personality traits.

Sunith Kumar and Arockiasamy (2012) point out that, psychological values of co-curricular activities exerted significant positive influence on selected personality traits of higher secondary students.

Milton (2011) reported that there was significant difference found between boys and girls in their personality development.

Premalatha and Porgio (2011) concluded that significant difference was found between male and female students in their personality traits.

Sahayaraj (2008) identified that significant difference found between male and female students in their social concern, emotional adjustment, assertiveness, value system and culture and self-awareness. Also, significant difference found between rural and urban school students in their personality development.

Sheeja (2008) reported that there was significant difference found between boys and girls in social concern and value system and culture. Also, significant difference was found between rural and urban students in social concern, leadership skills and communication skills.

Timothy Jay Custer (2005) reported that not all personality traits influence all components of subjective well-being. The personality traits of locus of control, self-
esteem, optimism, extraversion and neuroticism account for subjective well-being and overall happiness.

Srivastava (2004) reported that optimistic students significantly differ from pessimistic students on personality adjustments.

After the critical evaluation of the studies related to decision-making, the investigator has made the following conclusions.

Hasan Hariri (2014) reported that most of the relationships between school principal leadership styles and school principal decision-making styles are significant.

Marlies Honingh and Edith Hooge (2014) reported that teacher collaboration in primary schools is influenced by the extent to which their participation in decision making and teachers’ orientation towards student performance.

Jasmin Olga sarafidou and Georgios Chatziioannidis (2013) concluded that the multidimensional approach to measuring teacher participation in decision making revealed quite high actual participation in decisions concerning students’ and teachers’ issues, but low levels of participation in managerial decisions.

Rosemary and Tim Hatcher (2013) reported that there were significant differences between applied technology and college transfer students in terms of career barrier and career decision-making self-efficacy.

Deepa and Annaraja (2012) concluded that male students were better than female students in their decision-making. Also, significant relationship found between emotional intelligence and decision making of B.Ed students. The study reveals that age, educational qualification and annual income of the family influences the decision making of B.Ed students.
Junancy Shiny (2012) reported that there was significant difference found between male and female high school students in their decision making. Also, significant relationship found between intelligence and decision making of high school students.

Radha (2012) reported that significant relationship found between modernity and decision making skill of XI standard students.

Kingston (2011) concluded that there was significant difference found between male and female B.Ed students in their decision making. Also, significant relationship found between personality traits and decision making of B.Ed students.

Rajesh and Rohit (2008) reported that there was significant difference in decision making with regard to age, sex, religion and personality. Also, there was significant difference found between male and female teachers in their decision making.

The present study differs from the above studies in many ways. There has been no study, which has consisted the three variables, co-curricular activities, personality development and decision-making. Especially, the tools for co-curricular activities, personality development and decision-making were developed by the investigator and most of its dimensions used, especially the dimensions appearance, gesticulation, verbal mannerism and stability of thoughts of personality development tool and the dimensions righteous, unbiased, acceptability and efficiency of decision-making tool were new to the study and it is the original contribution of the investigator for this study. Therefore, the present study is probably the first of its kind in this view. It is different from others in terms of population and sample. Hence, it is relevant for the investigator to study the influence of co-curricular activities on personality development and decision-making of B.Ed students. Thus the present investigation is not only an in-depth study but also unique in nature.

The ensuing chapter deals with methodology.