CHAPTER II

REVIEW OF RELATED LITERATURE
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2.1 INTRODUCTION

The review of literature provides the researcher with an opportunity of gaining insight into the measures objects samples tools and approach employed by other research workers. This will also lead to significant improvement of the research design. Reviewing literature is an inscrutable prerequisite to any research. The term ‘review’ means ‘revision’ or ‘glances over’ or ‘refers back’ since affection research is based upon past knowledge, this step helps to eliminate the duplication of what has been done. It provides useful hypotheses and helpful suggestions for the investigation.

This chapter deals with the review of early research of early research studies which would enable the researcher to develop better understanding of the problem under study, to choose the proper techniques and appropriate procedure for the present study.

2.2 SOURCES OF RELATED LITERATURE FOR THE PRESENT STUDY

The investigator for this study went through the journals, unpublished theses, books research abstracts, etc. and browsed different websites.

Arrangement of the present chapter

Studies are presented in descending order. The literatures reviewed are presented in the following captions: (i) Studies on Teachers Competencies, (ii) Studies on Personality and (iii) Studies on achievement. Each one of them further divided into (i) Studies done in India and (ii) Studies done Abroad. The studies thus presented and reviewed towards the end of the chapter and analysed critically. The gap has been identified and then need for the present study has been established.
2.3 RELATED STUDIES ON TEACHER'S COMPETENCIES

2.3.1 INDIAN STUDIES

Afroz Haider Rizvi (2012) examined Class level wise professional adjustment of teacher: an analysis.

Objective: To investigate and compare professional adjustment status of teachers working in various class level stages. Method: The sample of the present study consisted of 792 teachers. The number of primary stage teachers was 420 secondary stage teachers were 272, and higher stage teachers 100. These teachers are employed in 86 institutions of Lucknow, Allahabad, Jaunpur and Sitapur districts. Among these institutions, 316 were government aided and 276 were private. Teachers Professional Adjustment Scale (TPAS) was constructed. Data was analysed by ANOVA chi square. Analysis of data was done by ANOVA and chi square test through SPSS version 13.0. Findings: This study revealed that there is no significant difference between professional adjustment of primary to junior high school level, secondary to higher secondary and higher education teachers. It means class-level not produce any effect on professional adjustment of teachers.


Objectives: The present study attempts, (i) to find out the level of techno-pedagogical awareness of the prospective teachers and (ii) to find out the significant difference, if any, techno-pedagogical awareness of the prospective teachers with reference to gender and age. Method: The researcher has used survey method to collect data. Sample of the present study consists of 218 students from Colleges of Education in Tirunelveli District affiliated by Tamilnadu Teacher Education University were
selected by the stratified sampling technique. **Findings:** (i) The men and women prospective teachers have awareness in techno-pedagogy only at average level, (ii) the prospective teachers’ personal like their age reveals that they have average level of awareness in techno-pedagogy, (iii) there is significant difference between men and women prospective teachers’ techno-pedagogical awareness and (iv) there is no significant difference between prospective teachers’ techno-pedagogical awareness with respect to age.

**Kulasekara Perumal Pillai and Soundarajan (2012)** narrated the Resolution of conflict situations by communication skill.

**Objective:** To criticize the resolution of conflict situations by communication skills.

**Method:** The present study is based on narrative method to insist the good communications and good communicators. **Findings:** Good communication can help us, (i) to improve relationships and teamwork, (ii) improve performance and productivity, (iii) to foster an open, creative environment and (iv) to solve problems effectively. To manage conflict effectively we must be a skilled communicator. That includes creating an open communication environment in our unit by encouraging employees to talk about work issues.


**Objectives:** (i) To find the relationship between scientific attitude and teaching competency of prospective B.Ed teachers and (ii) to find out the significant difference in the scientific attitude and teaching competency of B.Ed teacher between gender, age and qualification. **Method:** Scientific attitude scale and teaching competency scale developed by the investigators were used for the data collection. Population for
this study were prospective B.Ed teachers studying in colleges of education affiliated to the Tamilnadu teachers education university, Chennai at Tirunelveli, Thoothukudi and Kanyakumari Districts (N=242). Findings: (i) There is no significant difference between age above 22 and age below 22 prospective B.Ed teachers in their scientific attitude, (ii) there is no significant difference between UG and PG prospective B.Ed teachers in their scientific attitude, (iii) there is significant difference between age above 22 and age below 22 prospective B.Ed teachers in their teaching competencies, (iv) there is significant difference between UG and PG prospective B.Ed teachers in their teaching competency and (v) there is no significant relationship between scientific attitude and teaching competency of prospective B.Ed teachers.

Antony Gracious and Annaraja (2011) examined Learning skills and ICT Awareness of Prospective B.Ed Teachers.

Objective: The study based on the following objectives, (i) to find out the significant difference in the learning skills and ICT awareness between age , marital status and qualification (ii) to find the relationship between Learning Skills and ICT Awareness of Prospective B.Ed Teachers.

Method: The investigators had adopted survey method. The sample comprised 242 prospective B.Ed teachers studying in college of education affiliated to the Tamilnadu Teachers Education University in Tirunelveli, Thoothukudi and Kanayakumari districts selected through stratified random sampling technique. For analyzing data ‘t’ test and Person’s product moment coefficient used.

Findings: Findings of the study were, (i) there is no significant difference between above 22 and below 22 year old prospective B.Ed teachers in their Learning Skills, (ii) there is no significant difference between married and unmarried prospective B.Ed teachers in their Learning Skills, (iii) there is no significant difference between UG and PG prospective B.Ed teachers, (iv) there is no significant difference between
above 22 and below 22 year old prospective B.Ed teachers in their ICT Awareness, (v) there is no significant difference between married and unmarried prospective B.Ed teachers in their ICT Awareness, (vi) there is no significant difference between UG and PG prospective B.Ed teachers in their ICT Awareness and (vii) there is no significant relationship between Learning Skills and ICT Awareness of prospective B.Ed teachers.

Anupama Bhargava and Minaketan Pathy (2011) examined Perception of student teachers about teaching competencies

Objectives: (i) To find out the perception of student teachers of the essential competencies in teaching, (ii) to identify the competencies ranked high by student teachers, (iii) to find out the least preferred competencies perceived by teacher students and (iv) to bring to light some significant competencies ranked low by student teachers. Method: 100 student teachers of B.Ed. programme in St. Xavier’s College, Ranchi were taken as the sample for the study. Two of them didn’t respond. Hence, the sample size remained restricted to 98 comprising 73 Female and 25 male student teachers. Student teachers at the start of session were asked to write and rank any twenty competencies which they considered essential for them to excel in the job as a teacher. Competencies were categorised under two headings as personal and professional. Out of the total 22 items were classified as personal and 23 items as professional competencies. Findings: Personal competencies like confident (16.204), intelligent (15.276), friendly, polite, patient, honest are the top five competencies followed by pleasant personality, energetic, and positive attitude towards weak students. Competencies like neat and smart dressing, humorous, not vindictive and promoting national integration are the bottom ranked competencies. In professional category, student teachers attach more value to knowledge of subject matter (18.653),
effective communication skill (17.541), punctual (16.480), disciplinarian (15.286) and Understands Child Psychology (14.357). Student teachers do not rate highly the competencies like Actively participates in school activity (6.929), courteous and respectful to parents (6.265) and technology savvy (5.765), while competencies like updated knowledge (12.224), proper use of teaching skills (12.031), trained professional (11.878) find place in middle order.

Kalaiyarasan and Vinoth (2011) criticized The role of new didactic materials for teaching.

Objectives: In the teaching, the didactic materials are fundamental tools in the teaching-learning process, being an important and viable alternative in schools of public school system. The use of this material can help the student in the contextualization of knowledge, filling many gaps left during learning, facilitating the students to build their own conceptions of scientific knowledge. Method: The given criticism based on narrative method to insist the role of new didactic material for teaching. Findings: The didactic materials are important and that their use helps the learning process, but for that we need that the teacher sets a goal, take a look most didactic possibilities and limitations to be aware that the material may present. These materials may be purely visual, such as posters, maps, pictures, specimens or more provocative and instigating and auditory or interactive, which is the most important because that means the students are involved in the teaching learning process and not purely assimilating the content that the teacher provides.

Objective: To find out the importance of the role of education in making knowledge and society. To understand the development, creation and maintenance of knowledge infrastructure, knowledge workers, are the benchmarks in deciding the prosperity of the knowledge society. Method: The study was based on narrative method. Findings: There exists dialectical relationship between education and the society it serves. Education originates from the society, contributes to changing it and is, in turn, changed by the society. Education is vital to the future health of our nation’s economy. It is the best investment to strengthen nation’s economy. As education represents the basis of a society oriented towards the future, knowledge becomes the main component of the economic and social growth. Knowledge Society is a society where caring, sharing and using knowledge are key factors promoting prosperity and well being of the people. More ‘Educated People’ will develop a Stronger Society leading to a Stronger Country.

Merline Preetha (2011) conducted a study on Teaching competency of college teachers in relation to their anxiety.

Objectives: i) To find out the significant difference and relationship of anxiety among college teachers in teaching competency, ii) to find out the significant difference if any between college teachers in teaching competency in respect of gender, age, type of institution and domicile of the institution, iii) to find out significant differences if any between college teachers in anxiety in respect of gender, age, type of institution and domicile if the institution and iv) to find out significant difference if any between teaching competency and anxiety of college teaches. Method: The sample of 210 teachers of arts and science colleges in Kanayakumari District had been drawn
through the random technique. The data was subjected to ‘t’ test and correlation ‘r’ for analyzing the data. **Findings:** The result revealed that there was significant difference between male and female teachers in subject mastery. The teachers of affiliated colleges significantly differ from the teachers of autonomous college in teaching competency. There was no significant correlation between teaching competency and anxiety of college teachers of Kanayakumari District.

**Raju (2011)** conducted a study on Attitude of secondary students toward biological science.

**Objective:** To study the difference between the attitude of secondary students towards biological science in gender, type of management, locality and social status bifurcations. **Method:** The size of the final sample is 200. Among the sample 106 boys and 94 girls, 108 govt. school students and 92 private school students, 104 urban students and 96 rural students 74 OC, 90 BC and 36 SC students constitute the sample. The sample is collected by way of random sampling method. The statistical procedures like, means SD’s CR-values and ANOVA are conducted to test the hypotheses. **Findings:** It is conclude that: (i) the girls have more favourable attitude than boys, (ii) the Government school have more favourable attitude than private schools, (iii) the rural schools have more favourable attitude than urban schools, (iv) there is no significant difference found in the attitude of OC, BC and SC pupils and (v) the social status has no influence on attitude towards Biological sciences.
Sahaya Mary and Manorama Samuel (2011) investigated an Attitude of the B.Ed student – teachers towards teaching and academic achievement.

**Objective:** (i) To measure the overall level of attitude of student teachers towards teaching and its dimensions drawn from different groups and different institutions, (ii) to find out the overall level of academic achievement (theory, practical and total) of B.Ed student teachers drawn from different groups and different institutions and (iii) to study the relationship of attitude of student teachers towards teaching and academic achievement. **Method:** Keeping in view of availability of the resources and the feasibility of the study, 336 B.Ed student teachers were selected from five college of education in Chennai. They were drawn by applying stratified random sampling technique. For collecting data, the investigator used proforma and attitude towards teaching scale. Similarly the academic achievement marks of the B.Ed. student teachers were taken based on their model examination to establish the relation between attitude towards teaching and academic achievement. Descriptive analysis and inferential analysis t-test, one way ANOVA and Correlation were the statistical technique used for the study. **Findings:** (i) The male and female student teachers differ significantly either at 0.01 or 0.05 level in the dimensions of teacher character and teaching learning, (ii) with respect to overall academic achievement, the performance of the female student teachers in higher than that of the male student teachers in the sample, (iii) with respect to the overall attitude towards teaching of student teachers with UG and PG are more or less equal, (iv) regarding the overall academic achievement, it is noticed that there is similarity between the student teachers with UG and PG, (v) the overall attitude towards teaching of the experienced student teachers and inexperienced student teachers have more or less equal attitude.
towards their teaching and (vi) there is a significant relationship ‘r’ between overall attitude towards teaching and academic achievement of the student teachers.

Sheeja Titus and Annaraja (2011) conducted a study on Teaching competency of secondary teacher education students in relation to their metacognition.

Objectives: (i) To find out whether there is any significant difference between male and female secondary teacher education students in their metacognition, (ii) to find out whether there is any significant difference between rural and urban college secondary teacher education students in their metacognition, (iii) to find out whether there is any significant difference between male and female secondary teacher education students in their teaching competency, (iv) to find out whether there is any significant difference between rural and urban college secondary teacher education students in their teaching competency and (v) to find out whether there is any significant relationship between metacognition and teaching competency of secondary teacher education students. Method: Survey method was chosen for the present study. The study was conducted on teacher education students from various colleges in Tirunelveli and Tuticorin districts of Tamilnadu, India. The sample size was 600. It was selected by using stratified random sampling technique. This study tried to find out the relationship between metacognition and teaching competency of secondary teacher education students. The tools used for the study were, (i) Metacognitive Inventory (2003) standardized by Punita Govil. (ii) Teaching competency scale (2009) developed and validated by Sheeja Titus & Annaraja. Findings: (i) There is significant difference between male and female secondary teacher education students in their metacognition, (ii) there is significant difference between rural and urban college secondary teacher education students in their metacognition, (iii) there is no significant difference between male and female secondary teacher education students

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in their teaching competency except in their interest in profession and (iv) there is no significant difference between rural and urban college secondary teacher education students in their teaching competency except in their attitude towards children.


Objective: The growing interest in emotional intelligence has encouraged researcher to devise scale on emotional intelligence. Method: The emotional intelligence items were tested and measured to validate the tool. The items were constructed by the six steps, they are (i) pre try out, (ii) try out (iii) item selection (iv) item validity – face validity and criterion validity and (vi) reliability. Collected data were treated with mean, standard deviation, ‘t’ value and product moment correlation. Findings: Finally the items were checked, the diction, phrasing, format, response categories and relevance of each items was analysed. Items which appeared to be over-lapping were clubbed together. Some new statements suggested by experts were added. Finally a tool of Scale of Emotional Intelligence with seventy two items was developed.

Sabu (2010) conducted a study on In-service training programmes and teaching competencies of teachers.

Objectives: The objective of the study was to understand the teaching competencies of teachers with regard to in-service training programmes, with age, gender and type of school. Method: The sample selected for the investigation comprised 631 teachers of 24 secondary schools in Kollam District of Kerala. Simple Random Sampling technique was followed to draw the sample. In order to collect the necessary data to achieve the objective of the study, the Teaching Competencies Scale was used. The scale consists of 64 items in a Likert scale. Findings: The result revealed that there is
a desired need to change the present in-service training programmes. Gender and type of school have nothing to do with teaching competencies but age is a factor which influences teaching competencies.

Sibichen and Annaraja (2010) made a study on Teacher trainee’s computer competency enhances their technology use in classroom teaching.

Objectives: (i) To find out the level of techno-pedagogical skills: skill in learning, preparing lesson plan, preparing learning material, implementing instructional strategy, communication, evaluation and guidance of the secondary teacher education students and (ii) to find out whether there is any significant difference between secondary teacher education students who have attended computer course and who have not attended computer course in their skill in learning, preparing lesson plan, preparing learning material implementing instructional strategy, communication, evaluation, guidance and techno-pedagogical skills of the secondary teacher education students. Method: The method adopted in the present study was survey. The investigator used stratified random sampling technique for selecting the sample. The sample of the study is secondary teacher education students studying in the B.Ed. Colleges affiliated to Mahatma Gandhi University, Kottayam. The sample consists of 75 secondary teacher education students; among them 37 are male students and 38 are female students is for the study Arithmetic Mean, Standard Deviation, ‘t’ test ANOVA and Chi-Square. Findings: (i) There is a significant difference between secondary teacher education students who have attended computer course and who have not attended computer course in their skill in learning, evaluation and techno-pedagogical skills, (ii) there is significant difference between secondary teacher education students who have attended computer course and who have not attended computer course in their techno-pedagogical skills and (iii) the teacher trainee’s
competency in computer usage helps them to improve their techno-pedagogical skills in the classroom.

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

Objectives: (i) To study the nature of soft skills scores based on the sub samples medium of instruction, educational qualification, locality, birth order and socio economic status and (ii) to find the correlation between soft skills scores and teaching competency of the trainees. Method: Survey method was adopted in this study. Purposive sampling was done. 105 B.Ed. students of Sri Sarada College of Education, Salem were chosen sample for the study. Data were analysed with differential and correlation analysis. Findings: (i) The humanities group trainees should develop their soft skills, (ii) the mean soft skills scores of Tamil and History optional trainees are low, while the mean soft skills scores of Mathematics major students are higher, (iii) medium of instruction and locality play a vital role in enhancing the soft skills of the trainees, (iv) educational qualification and birth order do not influence the soft skill scores of the trainees and (v) the soft skills do not exhibit a significant relationship with the teaching competency and optional subject I.

Gulhane (2008) investigated an Innovative approaches to the B.Ed. curriculum in the Universities of Maharashtra.

Objectives: The study was, (i) to analyze the present B.Ed. curriculum in the Universities of Maharashtra, (ii) to study the opinion of student teachers and teacher-educators, towards the present B.Ed. Curriculum and (iii) to develop innovative approaches for effective teachers training programme. Method: Survey method was adopted for the study. A stratified random sampling method was used for selection of
sample for the study, comprised of 200 student-teachers, 100 teacher-educators and 25 principals from 25 B. Ed. Colleges affiliated to Sant Gadge Baba Amravaty University, Amravati (Maharashtra). **Findings:** (i) There is no uniformity in the B. Ed. curriculum of Educational Psychology in the Universities of Maharashtra, (ii) there are significant differences between the opinion of student-teachers and teacher-educators towards practical and practice teachings and (iii) Educational Psychology as experimental subject the Universities in Maharashtra have given more weightage to the objectives like understanding and knowledge instead of application and skill.

Muthuchamy and Dorai Thambi (2008) made a study on Impact of teaching program upon the self-concept of B.Ed. students. **Objectives:** The study was, (i) to develop values, attitudes, awareness consistent with sustainable development in education, (ii) to develop knowledge and skills in teaching practice of B.Ed. trainees, (iii) to appreciate the commonality of needs, rights, values and psychology among the B.Ed. trainees with teaching practice programme, (iv) to increase the self-concept of the teachers and (v) to link the personality development with educational reforms. **Method:** In the study, explorative research method was employed. The group sampling was used for this study. A total of 200 women B.Ed. students from 3 self financing B.Ed. colleges for woman in Tamil Nadu were selected. The investigator used the Mohsin Self-Concepts Inventory Questionnaire. The tool was administered to the sample selected before and after the teaching practice period and data collected from the respondent. **Findings:** The findings from the research reveals that the level of self-concept of women B.Ed. trainees increases significantly after the teaching practice program compared to the teaching programme compared to the self-concept level of pre-teaching programme.

Objectives: The study was, (i) to assess the existing teacher education curriculum in terms of its relevance to emerging diverse educational contexts, (ii) to study whether the existing practice of teacher education curriculum transaction equips the trainees to meet their professional requirements, (iii) to analyze the perception of teacher educators and teacher trainees with regard to relevance and adequacy of the existing professional preparation programme of teachers and (iv) to evolve the profile of teacher educators with a view to assess their competence in changing contexts.

Method: The study had employed a descriptive survey design to study the stated problems. A normative framework was adopted. The sample collected from 74 B.Ed. colleges in the state of Karantaka at the time of the study. These colleges are affiliated to six universities in the state. Findings: (i) In terms of the intentions and objective of the teacher education for the secondary stage of education, the B.Ed. programme appears to reflect the border national goals of education as well as some of the emerging concerns in the diverse education context. Curricular objectives under the professional subjects are clearly indicative of the excellent intentions of the B.Ed. Programme, (ii) Only a little 10 % of objectives are stated with the aim of developing skill or application and (iii) over 80 % of the objectives are under the pedagogic papers.


Objectives: The main objective of the study was, (i) to find out the impact of training on the creativity of the teacher trainees being trained through the distance mode and (ii) to analyse differences in the achievement motivation among high, moderate and
low creative groups of B. Ed. teacher trainees of the distance mode. **Method:** The survey method was adopted to ascertain the degree of creativity in the form of fluency, flexibility and originality being possessed by the teacher trainees and as such to know the impact of total creative ability. The sample consisted of randomly selected 150 teacher trainees enrolled with the Centre of Distance Education (CDE), University of Kashmir. **Findings:** The result reveals that, (i) the creative teacher tries to perform well in relation to a standard of excellence or in comparison with others who are competitors and their achievement also suggest a high level curiosity and (ii) that the teacher with strong need for achievement wants to be successful at some challenging task, only for the sake of doing well.

Ramalingam and Ranch. (2007) studied on Impact of video recorded micro teaching in the professional development of teachers.

**Objective:** (i) To explore the impact of video recorded micro teaching for the professional development of the teachers in the orientation courses conducted by the Academic Staff Colleges (ASCs). (ii) To find out whether there was significant difference between various groups of teachers. **Method:** The study was empirical in nature. The sample consisted of 328 teachers who had undergone orientation courses in the academic staff colleges of the Pondicherry University, Bharathiar University and Mysore University. A self administered response schedule was developed by the researcher was used to collect the data. The data was analyzed quantitatively. **Findings:** The result revealed that, (i) the micro teaching sessions conducted in the orientation courses were very effective and (ii) the facilities related to conduct micro teaching have to be improved with the addition of video recording so as to fulfill the requirements of practicing micro teachings skills for teacher participants in the ASCs.
2.3.2 FOREIGN STUDIES


Objectives: Although the turnover rate among beginning teachers has been a major concern for some time most studies do not link teacher retention with teaching practice. In contrast, this study looks specifically at career decisions coupled with practice. Method: The study used multiple qualitative data sources, including extensive observations, interviews, and samples of teachers’ and students’ work. Based on within- and cross-case analysis of 15 cases at four distinct time points within a 5-year period, the authors identified multiple patterns of teaching practice linked to early career decisions, which reflect considerable variation in quality of teaching and career trajectory. Findings: The authors argue that “stayers” and “leavers” are not homogeneous groups, as is often assumed in research and policy. Rather there are multiple variations of practice coupled with career decisions, some desirable and others not, with different implications for policy and practice.

Bipoupout Jean Calvin and Nguefo Evelyn Chumba (2011) have explored Teacher’s pedagogic competence and pupils’ academic performance in English Francophone schools.

Objective: This study aimed at investigating the relationship that exists between teacher’s pedagogic competence and pupils’ academic performance in English in Francophone schools. Method: Through a survey design, 150 teachers were randomly selected from 15 schools. Findings: The findings revealed that, if most pupils’ academic performance in English was poor, it was because most teachers did not
master this language and they lacked skills in lesson planning, in lesson presentation and in evaluation.

Zeynel Amac, Nihat Simsek, and Ismail Hakan Akgun (2011) has investigated Teacher Competencies: A comparison between Turkey and Germany.

**Objective:** The purpose of this qualitative study was to compare newly established general teacher competencies in Turkey with teacher competencies in Germany.

**Method:** Examined competencies launched in 2008 by Ministry of National Education (MNE) in Turkey, teacher competencies set by Germany. We also examined other European Union documents such as European Commission’s report (2010), of Common European Principles for Teacher Competences and Qualifications, and the final report of Education and Training 2010. Three studies to support School Policy Development (Finnish Institute for Education Research, 2009). After examining, these resources, official web sites, and scholarly articles related to competencies in both countries, we compared the findings in terms of similarities and difference. **Findings:** This study is beneficial for scholars of teacher education for the following reasons: (i) Teacher education is not country specific because of globalness of the knowledge and teaching, (ii) if Turkey is to become a member of the Union, then colleagues in EU teacher education institutions should know more about teacher education and teacher competencies in Turkey. According to the results, there are similarities between the teacher competencies in Turkey and Germany. To illustrate, although Turkey has a centralized education system, these competencies, according to MNE, can be regarded as guidelines for teacher education institutions like Germany. An example for the difference is the fact that MNE determined the competencies in details and provided observable skills that teachers should have to become more effective teachers. On the other hand, Germany listed general competencies and does
not provide specific skills for teachers. More findings will be shared with colleagues at the conference.

Abdul Rahim Hamdan, Mohd Najib Ghafar and Lily Ting Hwa Li (2010) has investigated Teaching competency testing among Malaysian school teachers.

**Objective:** A major goal of this research, is to study the teaching competency and dominant characteristics of 309 teachers. **Method:** Sample of 309 teachers from different secondary or primary schools in Johor Bahru. Their competencies are determined through teaching skills, concern for school, concern for students and concern for self, forming a comprehensive and practical model of teachers' competency characteristics. **Finding:** The result shows that all teachers are competent, and there are significant relationships between teaching competency and gender, specializations and academic achievement.

Linda Blanton and Michael Fimian (2010) have studied Perceptions of special education teacher trainee competence.

**Objective:** This study is to find out the perceptions of special education teacher trainee competence. **Method:** Teacher trainee performance ratings were collected from 151 special education junior and senior teacher trainees, 9 university supervisors, and 44 cooperating teachers from 23 schools. Factor analysis revealed all 27 items remaining after the factor analyses were retained in their respective factors. All reliabilities exceeded .80 and were thus considered adequate for inclusion in an instrument called the Competency Rating Scale. **Findings:** It was apparent that all factors were significantly related, that university supervisors' ratings were related more closely to those of the trainees than to those of the supervising teachers, and that
trainees' ratings were related more closely to those of the university supervisors than to those of their cooperating teachers.

Camerino Jay (2009) has investigated Professional development and its impact on teacher practice.

Objectives: The purpose this study was to determine the impact professional development has on improving teacher practice. The secondary purpose was to examine the link between professional development and school leadership. Method: The population for this study included a high-performing urban elementary school in southern California. The criteria used in selecting this school was as follows: a) “high performing” to include a similar school ranking of at least an 8 as measured by the California Academic Performance Index (API) for at least three consecutive years, and b) urban school to include high-poverty, high-minority student population. The sample selected for this study is a large year-round kindergarten through fifth grade urban elementary school in southern California. The school's diverse student population consists of Hispanics (70%), Asian (19%), African American (8%) and other ethnicities (3%). Findings: Research suggests that professional development in the form of “Workshops” alone does not improve teacher practice. The findings in this study found that targeted and focused professional development together with strong leadership, teacher collaboration, effective use of specialists and coaches and holding teachers accountable for implementation of what is learned will result in improved teacher practice.
Mudasiru Yusuf and Modupe Balogun (2009) have studied Student-Teachers' competence and attitude towards Information and Communication Technology (ICT): A case study in a Nigerian University.

**Objectives:** This study examined empirically student-teachers' competence and attitude towards information and communication technology. Gender influence on their competence and attitude were also examined. **Method:** Participants were 382 student-teachers (181 males and 201 females) from the Faculty of Education, University of Ilorin, Nigeria. The data collected through a questionnaire were analysed using percentages, means, and chi-square statistics. **Findings:** Findings revealed that majority of the student-teachers have positive attitude towards the use of ICT and they are competent in the use of few basic ICT tools. Overall, no significant difference was established between male and female student-teachers' attitudes and use of ICT.

Lutonsky and Rebecca Rose (2009) examined Pre-service and in-service training, gender, and years of teaching experience: Influences on teachers' basic technology competencies.

**Objectives:** The researcher in this study investigated how pre-service college credit computer training, in-service training, gender and years of teaching experience influence teachers' computer skills as measured by the Basic Technology Competencies for Educators Inventory (BTCEI) and interviews. The study investigated what basic computer skills participants had, what skills participants thought teachers should have, and how in-service and pre-service training and years of teaching experience help teachers to learn computer skills. **Method:** Participants were 402 teachers from twelve school systems in the central and western regions of a Southeastern state. Nine of these respondents then participated in qualitative
interviews. Three participants were randomly selected from each category of low, medium or high scores on the BTCEI to participate in the interviews. Quantitative data were analyzed using a Three-Way Analysis of Variance, and qualitative data techniques were used to code participants' interview responses into themes. **Findings:** Results indicated that teachers who had pre-service and in-service training had skills that teachers who did not have this training did not have. Results indicated that teachers wanted to learn more technologies through in-service training and that in-service training and technology access were most helpful in aiding participants in learning basic computer skills.

**Khalid Khurshid (2008)** has explored A study of the relationship between the professional qualifications of the teachers and academic performance of their students at secondary school level.

**Objectives:** The purpose of the study was to determine the relationship between the professional qualifications of the teachers and academic performance of their students at secondary school level. The study was delimited to two male government and private schools and three female government and private schools **Method:** The sample was selected by using table of random numbers. The total sample comprised 80 students and 87 teachers from five schools. A questionnaire was developed to collect the basic information about teachers’ Academic qualifications and professional qualifications. For the statistical analysis of data, the Arithmetic mean, percentage and Matrix correlation were computed. **Findings:** It was found that the performance of the students taught by the untrained teachers with B.A. / B.Sc qualifications was better than the students taught by trained teachers with professional qualifications like B.Ed.

Objectives: This study seeks to investigate how schoolteachers navigate online instructional materials and for what types of instructional materials they are looking.

Method: A total of 30 elementary school teachers were interviewed in their offices using computers to connect to the Learning Fueling Station web site, and web pages were visited as needed during the interview. Participants were asked to search for any topic in which they were interested, and the interviewer observed and recorded their search behaviour. Findings: All school teachers reported that they use the internet prior to designing their instructional activities. Two main reasons they gave for using the internet were to refer to other teachers' materials and to obtain up-to-date information on their subjects, especially in areas related to science and technology and social studies. Source materials (e.g. photographs and video clips) and ready-to-use instructional packages were two popular items that the school teachers search for online. Participants appreciated Learning Fueling Station's commitment to quality but reported that the quantity of information available on the site was insufficient to meet their needs.

Shamsiah Mohamed and Rahim Bakar (2008) has studied How prepared are trainee teachers of University Putra Malaysia (UPM) to integrate computer technology in classroom teaching?

Objective: This research is a presentation of a study on trainee teachers' preparedness to integrate computer technology in teaching. Method: One-hundred and thirty-nine trainee teachers participated in the study. They comprised 12.2% male students and 87.8% female. They majored in agricultural science, home-science, language, economics or accounting and science and mathematics. Findings: Their academic
achievements were between 2.00 and 3.74. More than 50% of them felt ready to integrate computer in teaching. In general, UPM trainee teachers had positive attitudes towards the integration of computer in teaching. They had a moderately high computer efficacy. There are significant relationships between attitudes towards the integration of computers in teaching and their perceptions about their abilities to work on data base graphics, electronic spreadsheet and word processing.

Dimichino and Daniela (2007) investigated Teacher Enactment of an inquiry-based science curriculum and its relationship to student interest and achievement in science. **Objectives:** To explorer the relationships among a teacher's attitude toward inquiry-based middle school reform, their enactment of such a curriculum, and student interest and achievement in science. **Method:** Data was collected using qualitative documents such as teacher and student interviews, classroom observations, and curriculum development meetings, in addition to quantitative documents such as student science interest surveys and science skills tests. In addition, both qualitative and quantitative tools were used to measure an increase or decrease in student interest, student achievement over the study year, and their resulting relationships to their teacher's attitudes and enactments of the curriculum. **Findings:** Results from data analysis revealed a positive relationship between the teacher's attitude toward curricular change and their fidelity of implementation to the developer's intentions, or curricular enactment. In addition, strong positive relationships were also discovered among teacher attitude, student interest, and student achievement, with considerable positive relationships among, the factors compared. The results of this study demonstrate the teacher's attitude must be taken into account for science reform to be successful because they impact not only their implementation but also students' attitude and achievement.
Spaulding Michel Wayne (2007) made a study on Comparison of pre-service and in-service teacher's attitudes and perceived abilities toward integrating technology into the classroom.

**Objective:** This study examined pre-service teacher attitude toward expected technology integration practices as compared to in-service teacher's attitude toward the actual practice of technology integration. **Method:** The study involved 112 pre-service and 118 in-service teachers. Data were collected with two outline surveys. The Technology Skills Assessment (TSA) and the Teacher Technology Skills included 20 items designed to assess teacher perceptions concerning impact of technology on classroom instruction and student learning and teacher readiness in integrate technology into their teaching. **Findings:** Both pre-service and in-service teachers who reported above average technology skills revealed significantly more positive attitude and perceptions about technology integration than those who indicated less skill. These findings confirm the need to continue pre-service and in-service initiative to not only better prepare our teachers to effectively integrate technology into the classroom, but to also increase their technology skills.

Fothergill and Lee (2006) has surveyed Calculus for pre-service teachers: Faculty member's and student teacher's perception.

**Objectives:** The purpose of the study was to obtain the perspectives of faculty members who had experience teaching undergraduate calculus, recent student teachers and current research in regards to a first semester undergraduate calculus course specifically designed for pre-service secondary mathematics teachers. **Method:** Online survey was created and sent to college faculty members. A similar survey was sent to recent student teachers; however, their survey contained additional open-ended questions. Faculty members with experience teaching at the secondary
level, faculty members without experience teaching at the secondary level, and student teacher’s survey results were compared and there were some notable differences between faculty members without experience teaching at the secondary level and student teachers. **Findings:** The aspects that were ranked the highest were problem solving, visualization of function, applications outside of mathematics, and mathematical maturity. These aspects were perceived by the examiner to be consistent with the views of major mathematical organizations.

*Malm, Birgitte, Lofgren and Horst (2006)* in this study data shows that Students perceive teacher competence as an integrated whole.

**Objectives:** Positive evaluations in various areas are highly correlated. However, seven specific teacher competences could be identified. This study has also identified that there are often big differences between classes with regard to teaching and students' achievement. This study also shows differences between classes in respect of attitudes, self-confidence, conflict handling strategies and teacher competence.

**Method:** Survey method used to collect the data. **Findings:** Of these, the biggest differences were found to be those related to the seven components of teacher competence. In testing a causal model we have been able to show that there are high correlations between teacher competence, school attitudes and self-confidence, and that these three factors are significantly related to students' ways of handling conflict situations.

**Hussain and Irshad (2005)** conducted A study of emerging technologies and their impact on teaching learning process.

**Objectives:** (i) To evaluate the effectiveness of emerging technologies in teaching learning process in Pakistan, (ii) to evaluate the impact of emerging technologies on
teaching learning process and (iii) to identify the problems involved in the use of emerging technologies in distance education. **Method:** Cluster sampling technique was used and 70% students, 100% tutors and 60% academicians from each of the universities were taken as samples. For each sample, individual questionnaire was developed on five point (Likert) scale to elicit their opinions. Data collected from the questionnaire was analyzed by Chi Square along with percentage and mean score.

**Findings:** From the analysis of data it was found that emerging technologies have facilitated distance education as an interactive process. Computers had disseminated theoretical and practical activities for remedial teaching and learning providing text and graphics. Learning through interest and work as effective and students got a variety of relevant material on the topic. Education Television has created awareness to adopt good learning experiences from other countries. Video-conferencing influenced more human resources and promoted active participation of students.

*Burriss, Kathleen* and *Burriss, Larry* (2004) studied Competency and comfort: teacher candidates' attitudes toward diversity.

**Objective:** The purpose of this study was to identify and describe teacher candidates' perceived levels of competency and comfort in teaching diverse student populations.

**Method:** For three semesters, teacher candidates (n = 221) volunteered to complete questionnaires at the beginning of their professional education courses. A second group (n = 242) completed questionnaires as they exited student teaching.

**Findings:** Although the majority of teacher candidates have limited professional and life experiences, findings indicate both groups feel both competent and comfortable interacting with diverse populations.
Luthra Shabbi (2002) conducted a study on Teacher insights into using computers at an American International School.

Objective: This study examined the factor influence of teacher’s thoughts and beliefs on their use of computer in the classroom at an American International School.

Method: Data was collected in the form of interviews with nine teachers, observations of teachers, classroom use of computers and examinations of written school records. The study identified criteria teachers used to evaluate any use of computer in their classroom. Findings: (i) Teachers thought and beliefs were formed through experience using the computers as a teacher or as a student, (ii) teachers need to be intrinsically motivated to use computers, (iii) teachers used the computer in ways that supported their teaching styles and classroom practices, (iv) the study also found that teachers had thoughts and beliefs about using computers and (v) another group of findings provided the suggested guidelines for the forms of professional development that might be beneficial in improving the use of computer.

2.4 RELATED STUDIES ON PERSONALITY

2.4.1. INDIAN STUDIES

George Mullai Danie and Annaraja (2012) investigated influence of emotional intelligence on personality development of prospective teachers.

Objectives: The purpose of this study was, (i) to find out the level of emotional intelligence and personality development of prospective teachers, (ii) to find out the difference between men and women prospective teachers in their emotional intelligence, (iii) to find out the difference between men and women prospective teachers in their personality and (iv) to find out the relationship between emotional intelligence and personality development of prospective teachers. Method: In the
present study normative survey method was employed. The sample consists of 195 prospective teachers in Tirunelveli District selected by using stratified sampling technique. The collected data were analysed using ‘t’ test and correlation. **Findings:**

From the analysis of data: (i) there is significant difference between men and women prospective teachers in their social awareness of emotional intelligence, (ii) there is significant difference between men and women prospective teachers in their self confidence of personality and (iii) there is significant relationship between emotional intelligence and personality of prospective teachers.

**Ampili Aravind and Resmi T.Kartha (2011)** investigated Socio-personal adjustment as a correlate of multiple intelligence of student-teachers of Kerala.

**Objectives:** The present study aims to find out the relationship between socio-personal adjustment and multiple intelligences of student teachers of Kerala. **Method:**

The study was conducted on a sample of 600 student teachers attending B.Ed course in ten training colleges of Thrissur, Malappuram, Ernakulam and Palakkad Districts of Kerala. The data were collected through, Socio-personal Adjustment Inventory by Dr.Ampili Aravind and Rasmi T.Kartha (2007) and multiple intelligences inventory by Dr.Ampili Aravind and Nitu Subash (2004). **Findings:** The result of the study revealed that Socio-personal adjustment has a significant positive relationship with multiple intelligences of student teachers.

**Hemamalini (2011)** conducted a study on Anxiety and academic achievement of high school students of Mysore city.

**Objectives:** (i) To know the extent of anxiety among the high school student of Mysore city and (ii) to know the relationship between the extent of Anxiety and academic achievement of high school students of Mysore city. **Method:** The sample
of 300 students from two student each of government, government aided and private unaided schools of Mysore city of Karnataka state was selected through random sampling technique. The anxiety scale constructed by Srivastava and Tiwari was used.

Findings: (i) There was significant relationship between anxiety and academic achievement among high school students of Mysore. There was negative relationship between anxiety and academic achievement, (ii) that was higher the anxiety, lower the academic achievement and (iii) most of the students having high anxiety and very low anxiety fell under below average academic achievement category.

Mumthas and Jouhar Munavvir (2011) studied the Comparison of parent–child relationship between high and low mental health groups among secondary school students of kerala.

Objective: To compare high-low mental health groups among secondary school students for the extent of, (a) Father-Child relationship, (b) Mother-Child relationship and (c) Parent-Child relationship. Method: Normality survey method was used in the study. The data for the present study was collected from a representative sample of 600 secondary school pupils belonging to 15 secondary schools of Kozhikode District, drawn by stratified sampling techniques giving due representation to different strata. The tools parent-child relationship scale (Mumthas and Nabeel, 2006) and mental health status scale (Usha, 1999) was used for collective the data.

Findings: The mother and fathers may differ in nature and intensity of their relationship with children that adolescents have more unstable relations with fathers than the mothers and that mothers perform more of the child-care and household duties and spend more time interacting with their children. The dimensions of father-child and mother-child relationships differ significantly between the students with high and low mental health.

Objectives: This study sought to investigate: (i) to study the relationship between Intelligence and Adjustment of male, female, SC and ST category and general category’s teacher trainees and (ii) to compare the Mean scores of Intelligence and Adjustment of male, female, SC and ST category and general category’s teacher trainees. Method: The sample was selected from the department of education, DAVV, Indore, through purposive sampling technique. The total sample of 119 teacher-trainees comprising male and female, SC and ST and general category. Analysis of data was done by ‘t’ test and ‘F’ test. Findings: i) Home Adjustment, College Adjustment and Total Adjustment were significantly related with Intelligence of all the teacher-trainees. ii) In case of male teacher-trainees, only “Home Adjustment” significantly related with Intelligence, while in case of female teacher-trainees, only College Adjustment was found to be significantly related with Intelligence. iii) Home Adjustment, College Adjustment and Total Adjustment were significantly related with Intelligence of teacher-trainees of SC and ST Category whereas no significant relationship was found between any of the aspects of Adjustment and Intelligence of teacher-trainees of General Category and iv) Female teacher trainees were found to be more intelligent as compared to male teacher-trainees but Better Adjusted only in the aspect of Total Adjustment.

Dakshinamurthy (2010) conducted a study on Effect of teacher’s personality, attitude toward profession and teaching effectiveness on academic achievement of students.

Objectives: (i) The purpose of this study was to examine the relationship between teacher variables on academic achievement of secondary school students, (ii) to
ensure educational quality and improve academic achievement and (iii) to investigate the relationship between teacher factors like their personality, teaching effectiveness and attitude toward profession on academic achievement of students. **Method:** This study collected data from 150 teachers and 450 students of 68 secondary schools in Karnataka State using questionnaires that were composed of background information related to teacher variable tools. Finally the data was analyzed by statistical methods; as there were three independent variables it was decide to use 3 way analysis of various technique i.e., ANOVA. **Findings:** (i) There is significant difference between the effects of teacher’s introversion and extroversion personality types in terms of their influence on academic achievement of students, (ii) there is significant difference between the effects of teacher effective and ineffective teaching in terms of their influence on academic achievement of students and (iii) there is no significant difference between the interaction effects of teachers’ favourable or unfavourable attitude towards profession and effective or ineffective teaching in terms of their influence on academic achievement of students.

**Hameed and Thahira (2010)** examined Emotional maturity and social adjustment of student teachers. **Objectives:** (i) To find out the level of Emotional Maturity of Student Teachers, (ii) to find out if there is any difference in Emotional Maturity of student Teachers with respect to Gender and Type of the Institution, (iii) to find out the level of Social Adjustment of Student Teachers, (iv) to find out if there is any difference in Social Adjustment of Student Teachers with respect to Gender and Type of the Institution and (v) to find out the relation, if any, between Emotional Maturity and Social Adjustment of Student Teachers. **Method:** The study was conducted on a sample of 600 student teachers belonging to various Teacher Training Institutes of Malappuram
district in Kerala. The sample was drawn by Stratified Random Sampling Technique due representation to Gender and Type of the Institution. The study analysed with Percentiles, Mean difference and correlation. **Findings:** The results indicated that male student teachers were more emotionally matured and socially adjusted than female student teachers. There is a positive relationship between emotional maturity and social adjustment of student teachers.

**Parvathamma and Sharanamma (2010)** conducted study on Anxiety level and level of self-confidence and their relation with Academic Achievement.

**Objective:** In the present study, the researchers made an effort to know the relation of anxiety and self-confidence with academic achievement. **Method:** Sample consisted of six high schools of Chamrajnagar Talk in Karnataka were selected randomly. Totally 300 students were selected from each school including boys and girls. For the present study following tools were used, (i) self-confidence checklist (M.Basavanna) (ii) Anxiety scale D.N. Srivastasva & Govind Tiwari (iii) schools records for academic achievement. **Findings:** (i) There is significant co-relation between Anxiety and Academic Achievement, (ii) there is a significant co-relation between self-confidence and Academic Achievement, (iii) there is a significant difference between Anxiety level of boys and girls and (iv) there is a significant difference between self-confidence levels of boys and girls.

**Meenakshi Mehta (2010)** conducted study on Personality needs and academic achievement of secondary students.

**Objectives:** To find out significant relationship between the personality needs and academic achievement of secondary students. **Method:** The sample of this study consisted of XI standard students of 5 public schools of Ghaziabad city. Tools used
was for this study Meenakshi Personality Inventory (M.P.I) constructed by Meenakshi Bhatnagar measuring only 10 needs and containing 100 pairs of items was used. **Findings:** The study revealed that need achievement, need-dominance, need-nurturance and need-endurance are positively and significantly related to students, academic achievement while need-succedanea, affiliation, abasement and aggression are significantly but negatively related to academic achievement.

**Baviskar and Bedse Jyoti (2010)** conducted a study on Role of educational environment for personality development.

**Objectives:** (i) To study the personality for girls from education college with reference to their behaviour and (ii) to study the personality of the girls from Arts college to know the behaviour. **Method:** 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. Researcher selected behavioural styles scale by Borse, (2003). Mean, S.D. and t technique is used for data analyse. **Findings:** (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 behaviour and (iv) sadistic approach is low among female for co-education on environment.

**Subramanian and Vinothkumar (2009)** Hardiness personality, self-esteem and occupational stress among IT professionals.

**Objectives:** Examines relation among hardiness personality, self-esteem and occupational stress index among IT professionals. **Method:** Data were collected from
140 IT professionals employed in four computer software organizations. 

**Findings:** Results of correlation showed that hardiness and self esteem tend to have negative and significant correlation with role overload, role ambiguity, low status and strenuous working conditions. Implications of results are discussed with possible intervention to improve the internal resources among the IT professionals so that their perceive levels of occupational stress can be minimized to the maximum extent possible.

Chandrasekaran (2008) examined A study of environment on personality development.

**Objective:** The present investigation aims to study the influence of environments such as gender, courses of study, religion, caste, rural and urban areas on personality development. **Method:** It also aims to study the gender difference. 300 undergraduate students were assessed on Personality development index (1997). **Findings:** Gender shows no difference, but urban environments provide better Personality development.

Gupta and Bindu (2008) examined Role of personality in knowledge sharing and knowledge acquisition behaviour.

**Objective:** Examines the impact of Big Five personality characteristics on knowledge sharing and knowledge acquisition behaviour. The Big Five factors are extraversion, openness, conscientiousness, agreeableness, and neuroticism. **Method:** Data from the students collected through survey method. A total of 156 management students completed the questionnaire. **Findings:** 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.

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

**Objective:** To find out influence of personality development of student youth towards nation building.  
**Method:** Samples of 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. **Findings:** 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.

**Vasugi and Mathuravani (2008)** studied the Sex differences in personality dimensions of secondary grade teacher trainees.  
**Objectives:** To find out whether there are any sex differences in the personality and personality dimension of male and female secondary grade teacher trainees.
**Method:** Survey method had been adopted for this study. The sample consisted of 200 secondary grade teacher trainees of Erode district. Multi dimensional assessment of personality was used to assess personality and personality dimension of male and female secondary grade teacher trainees. The data were analysed using ‘t’ test.

**Findings:** 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 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.

Shanmugaganesan and Lakshmi (2008) assessed the Personality type and teaching competency of teacher trainees.

**Objectives:** The study was, (i) to know the personality type of teacher trainees, (ii) to understand the level of teaching competencies of teacher trainees and (iii) to find out the relationship between the personality type and teaching competency of teacher trainees. **Method:** Survey method was used. The sample of the study consisted of 300 teacher trainees admitted to 10 colleges of education to Bharathiyar University, Coimbatore during the academic year 2007 – 2008 of these 150 were males and 150 were females. Eysenck’s personality inventory and teaching competency inventory were used for measuring the teaching trainee. The data were analysed using ‘t’ test.

**Findings:** There is a noteworthy relationship between the personality type and teaching competency of teacher trainees. Extroverts were more significant towards teaching competency them the introverts. Teaching competency and performance were not directly related. Gender has no influence on the teaching competency of teacher trainees.
Arunmozhi and Rajendran (2007) investigated Personality traits of self-help group members.

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


Objectives: The present study investigates the big five personality factors and the conflict styles of Information Technology (IT) executives working in two multinational companies in Pondicherry, India. Method: A stratified random sample of 155 IT executives was selected. Conflict Style questionnaire and big five locator were used to collect the data. Findings: The results revealed that there are gender differences in the conflict handling style of executives. It is found that executives differ in their conflict handling style due to their experience. Regression analysis reveals that the big five factors have significantly influenced the conflict handling styles of executives. The openness to experience and conscientiousness factors of personality has a significant positive influence on most of the conflict handling styles.

Sreelatha (2006) conducted a study on Relationship between personality and teacher effectiveness of mathematics teachers.

Objectives: (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 and (iii) to find out whether there is any significant relationship between personality and teacher effectiveness of mathematics teachers. **Method:** Normative survey method was adopted. The sample consisted of 200 mathematics teachers working in the high schools of Kanyakumari district. **Findings:** (i) The male mathematics teachers possess more emotional adjustment, endurance, gregariousness and objectivity compared to female mathematics teachers and (ii) there exists significant relationship between teacher effectiveness and personality of mathematics teachers.

**Sharma (2005)** made a study on Relationship of self-concept with anxiety and school achievement of adolescents. **Objective:** The study investigated the relationship of self-concepts and general anxiety with school achievement. **Method:** Seven hundred adolescents randomly selected from class X of thirteen higher secondary schools, of four Indian states, were selected as sample. The self-concept inventory and the general Anxiety scales, both standardized by the investigator, were administered under non-stress conditions about four months before the final examinations. The achievement scores in the final examination included the scores obtained by the students in a similar examination held a year earlier by the Punjab University. **Findings:** The value of ‘r’ between self-concept scores and self-ideal discrepancy scores was 0.80 which was highly significant. Thus the two scores were negatively related and an increase in self-concept scores was accompanied by decreases in self-ideal discrepancy scores. The value of ‘r’ for self-concept scores and anxiety scores was 0.51. The values of ‘r’ for self-ideal discrepancy scores and anxiety scores were 0.50. There value denoted a significant linear relationship between two measures of self-concept and anxiety. Both
self concept scores and self ideal discrepancy scores were curvilinear related to school achievement.

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.

Objectives: 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. Method: The sample for the study consisted of 535 class X students. Jalota’s group general metal ability test was used for measurement of intelligence. Kuppuswamy’s socio-economic status scale was used for assessment of socio-economic status of the families of the students. Saxena’s Adjustment Inventory was administered for assessment of the personality adjustment. Kumar’s Indian adaptation of Sarason’s General anxiety scale was used for measurement of anxiety. Marks in the high school examination were taken as the criterion of academic achievement. Findings: (i) Both for the boys and the girls there was an inverse relationship between level of anxiety and academic achievement, (ii) both for the boys and girls there was a positive relationship between socio-economic status of the family of the students and academic achievement, (iii) there was a positive relationship between intelligence and academic achievement, (iv) there was positive relationship between level of achievement and academic achievement and (v) in general, the girls had a comparatively higher level of anxiety than the boys.

Objectives: (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 and (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. Method: Descriptive normative survey method and quantitative approach was adopted for the study. A sample of 654 teacher trainees of B.Ed. using probability sampling method was taken. The tools used in the study were the cognitive process test, SOLAT test and Scale of Introversion–Extroversion. Findings: (i) There was significant relationship between the cognitive process and sex, locality and management. (ii) There was significant relationship between cognitive process and hemisphere dominance. (iii) 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.

2.4.2. FOREIGN STUDIES

Nicola Curtin, Abigail Stewart and Joan Ostrove (2012) examined on Fostering academic self-concept: advisor support and sense of belonging among international and domestic graduate students.

Objective: International doctoral students in the United States face challenges of acculturation in academia yet complete graduate school at higher rates and more quickly than their domestic counterparts. Method: This study examined advisor
support, sense of belonging, and academic self-concept among international and domestic doctoral students at a research university in the Midwestern United States. **Findings:** International students placed a higher value on research-related and other academic experiences than domestic students; they also reported a stronger sense of belonging. Advisor support was associated with a stronger sense of belonging and academic self-concept for both groups. However, while sense of belonging was related to academic self-concept among domestic students, there was no relationship between the two among international students.

Amy Beavers (2011) has investigated Personality profiles of pre-service teachers: an examination of discipline differences and predictive validity on future job satisfaction. **Objectives:** 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. **Method:** 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. **Findings:** 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) has studied Personality traits of teachers and level of environmental concerns

**Objectives:** (i) To identify the personality traits of the teachers as related to their level of awareness on environmental concerns and (ii) to find out the significant difference on the personality traits of the teachers in terms of conscientiousness according to sex.

**Method:** 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. **Findings:** (i) The teachers were mostly female, aged between 31 to 40 years old and had obtained units in the Master’s degree, (ii) 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, (iii) the teachers had high level of awareness on environmental concerns in terms of egoistic, altruistic and biosphere and (iv) there is a significant difference on the personality traits of the teachers in terms of conscientiousness according to sex.

Omotere Tope (2011) has examined Effects of teachers’ personality on secondary school discipline: case study of some selected schools in Nigeria.

**Objectives:** 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. **Method:** 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. **Findings:** 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 modeling and positive personality development which in-turn impacts school discipline.

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

**Objectives:** 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. **Method:** 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). **Findings:** 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, locus of control, self concept and achievement motivation. The results also showed that marital status of female teachers significantly influenced the stress experienced by them. Specifically, women who were divorced experienced more stress than those who were single or married. The study concluded that personality traits were not substantial predictors of the level of stress experienced by female teachers in Osun State Teaching Service.
Kevin Quin and Helen Watt (2010) studied The influence of personality traits on the choice of teaching as a career.

Objective: The aim of this study is to establish whether personality traits relate to the choice of teaching as a career. Method: Practicing 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. Findings: 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.

Lawrence Onoda (2006) investigated Personality characteristics and attitudes toward achievement among mainland high achieving and underachieving Japanese-American Sanseis

Objectives: (i) To find out significant difference in the personality characterized of Japanese-American Sanseis and (ii) to find out attitude towards achievement of Japanese-American Sanseis. Method: 75 male and 69 female 15-17 yr old mainland Japanese-American Sanseis (3rd generation) were categorized into high achievers and underachievers and administered the Adjective Check List and the Asian America Survey. Findings: High achievers described themselves as having significantly more positive personality characteristics than the underachievers. This finding indicates that Sanseis are relatively heterogeneous with respect to personality indices. The
personality characteristics of males and females were significantly different, with males retaining more of the traditional Japanese personality characteristics, while the Sansei females were less like the traditional stereotype. Differences in attitudes toward achievement were no significant.

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

Objectives: 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. Method: 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 total score. Findings: 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 total. Males were significantly more 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.

2.5 RELATED STUDIES ON ACHIEVEMENT

2.5.1 INDIAN STUDIES

Subramonian and Sivakkumar (2011) conducted a study on Classroom management relation to academic achievement among higher secondary school students.

Objective: The relationship between good classroom management and good teaching are strongly interdependent. It is concerned with creating an environment in which
learning can effectively occur. Classroom management refers to the shaping of learning environment in classroom. Like teaching and learning, classroom management is a complex activity. The skillful teacher keeps his class attentive to what is being taught and involves that student in productive activities. **Method:** The study was based on narrative method. **Findings:** Teachers’ attitudes are in turn, influenced by their culture and belief system. Teacher’s attitude towards their students in school must be favorable enough to carry students along classroom tasks are help the students for their academic work. School programmes should foster the need for achievement among students. Chances are to be given to have discussion with those who achieved their goal. Teachers should be adequately remunerated and well equipped and be psychologically prepared to teach the subject in the higher secondary schools.

**Surinder Kaur** and **Aruna Sharma (2011)** conducted a study on Effect of abacus technique on achievement in mathematics at elementary stage.

**Objectives:** (i) To study the effectiveness of abacus technique in improving mathematical achievement of 5th grade students, (ii) to study if abacus technique causes any difference in the mathematical achievement of different levels of intelligence and (iii) to study if abacus technique causes any difference in the mathematical achievement of boys and girls. **Method:** Experimental research can be conducted the technique of sampling was random and representative. A sample consisting of 120 students of 5th grade from three schools was selected. Out of 120 students, 60 students were boys and 60 students were girls. Data analysed with descriptive analysis ‘t’ test and ‘F’ test. **Findings:** (i) Significant difference exists between the mean achievement scores of experimental group and controlled group in
teaching mathematics and (ii) there is no significant effect of gender, intelligence and their interaction on achievement of students of experimental group.

Annie Isabella (2010) made a study on Academic achievement of the B.Ed student teachers in relation to their socioeconomic status.

Objectives: The study was to find out the significant relationship between Academic Achievement and Socioeconomic Status of B.Ed student teachers. Method: As many as 158 student teachers of Lady Willingodn Institute of Advanced Study in Education were selected randomly – this consists of 47 low socioeconomic statuses, 97 middle socioeconomic statuses and 14 high socioeconomic statuses. The data collected was subjected to statistical analysis namely Mean, Standard Deviation, ‘t’ test and coefficient of correlation. Findings: There is no significant relationship between Academic Achievement and Socioeconomic Status of B.Ed student teachers.


Objective: To find out the Effect of co-operative Learning on Achievement Motivation and Anxiety. Method: The method employed in the investigation was preparation of discussion/study material based on co-operative Learning strategy, treatment, pre-testing and post-testing. The sample consisted of students of Class VI with Mean age of 11 years from three high schools of Bangalore of Karnataka state. Cluster and random sampling techniques were adopted for the collection of data. Data analysis with ‘t’ test. Findings: (i) Co-operative Learning strategy was superior to conventional method in significantly promoting achievement motivation. (ii) Co-operative Learning strategy was effective in significantly reducing the anxiety.
Vasanthi (2010) investigated Learning environment and academic achievement of higher secondary physics students.

**Objectives:** (i) To study the learning environment of Higher secondary Physics student of Thoothukudi District, Tamilnadu, (ii) to study the relationship between learning environment and Academic Achievement of Higher Secondary Physics students, (iii) to study the relationship between learning environment and Socio Economic status of Higher Secondary Physics students and (iv) to study the learning environment of higher secondary physics students with respect to teaching component, with respect to school component, with respect to home component.

**Method:** A random sample consisting of 223 students of which 112 are boys and 111 are girls is selected. The sample has representation from students of Mathematics and Science group. Analysis of data was done by ‘t’ test. **Findings:** (i) Learning Environment of Higher Secondary Physics student with respect to Teacher Component evaluated between male and female students. Hindu and Non-Hindu students, rural and urban area students differ significantly, (ii) the correlation between the Learning Environment Academic Achievement of Hindu students. Non-BC students and rural students vary significantly, (iii) the correlations between the Learning Environment Socioeconomic Status of Government Aided school students, science group students vary significantly and (iv) the teacher component of the learning environment has more influence over other components more or less all categories of the sample.

Gurubasappa (2009) conducted a study on Intelligence and self-concept as correlates academic achievement of secondary school students.

**Objectives:** (i) To find out the nature of relationship that exists between academic achievement with intelligence and self-concept, (ii) to find out whether there is any
significant difference in academic achievement of students with different levels of intelligence and self-concept, (iii) to find out whether there is any main and interactive effect of sex with intelligence and self-concept on academic achievement and (iv) to find out whether sex, type of school, medium of instruction, locality and socioeconomic status account for significant difference in the academic achievement.

**Method:** This study is descriptive by nature with correlative approach. The standard IX secondary school students (N=400) have been considered for the present investigation. The stratified proportionate random sample technique was used. The data was computerized and analysed for three statistical techniques viz. 't' test, product moment correlation and two way ANOVA. **Findings:** (i) There is a high significant correlation between academic achievement with intelligence and self-concept, (ii) there is a significant difference in the academic achievement of students with different levels of intelligence and self-concept, (iii) there is a significant and interactive effect of intelligence and self-concept on academic achievement, (iv) there is a significant main and interactive effect of sex with intelligence and self-concept on academic achievement and (v) there is a significant difference in the academic achievement of students' sex, type of school, medium of instruction, locality and socioeconomic status.

**Joshi, Shobhna and Rekha Srivastava (2009)** studied on Self-esteem and Academic Achievement of Adolescents.

**Objective:** Investigates the self-esteem and academic achievement of urban and rural adolescents and examines the gender differences in self-esteem and academic achievement. **Method:** The sample of this study consisted of 400 adolescents (200 urban and 200 rural) from Varanasi District. The boys and girls (aged 12 to 14) were equally distributed among the urban and rural sample. Self-esteem was measured by
Self-esteem questionnaire and academic achievement was measured significant differences with regard to self-esteem of rural and urban adolescents. **Findings:** There were significant differences with regards to academic achievement of rural and urban adolescents. Urban adolescents scored higher in academic achievement as compared to rural adolescents. Boys scored significantly higher on self-esteem as compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to boys.

2.5.2 FOREIGN STUDIES

Lola Baydala and Carmen Rasmusen (2011) investigated Self Belief and behavioural development as related to achievement in Canadian Aboriginal Children.

**Objective:** The objective of the study was to find the relationship between measures of self belief, behavioural development and achievement and Canadian Aboriginal Children. **Method:** The study was carried out on Canadian Aboriginal Children. Standardize measure of Intelligence are unable to consistently predict academic achievement in students from ingenious population. In behaviour assessment scale and Wechsler Individual Assessment Test measure for academic achievement. **Findings:** In this study significant correlation were found between the self perception profile for children rating beahvioural conduct and close friendship. A school environment provide opportunities for developing social skills and creating friendship and study skill provide Canadian Aboriginal Children with the tool they need to achieve academically.

Objective: This study sought to investigate the influence of cognitive styles and attitude on the academic performance of students in chemistry in Akwa Ibom State.

Method: The Ex post facto research design was adopted for the study. Simple random sampling was done to select 200 senior secondary 3 students. A students’ questionnaire containing three sections viz Siegels Cognitive Style Test, Chemistry Students Attitude Test and Chemistry Achievement Test was administered to the 200 randomly selected senior secondary three (3) students offering chemistry. The data collected were subjected to data analysis using Analysis Variance, Fishers LSD Multiple Comparison Test and Pearson Product Moment Correlation Analysis.

Findings: The following results emerged, (i) there is a significant difference in student academic performance in chemistry due to their cognitive styles; students with analytic cognitive styles performed significantly higher than relational and inferential and (ii) there is a significant positive relationship between students’ attitude to chemistry and their performance in chemistry.


Objective: (i) To highlight the present status of universities in Pakistan, (ii) to investigate the behaviour of the university teachers in Pakistan, (iii) to examine the academic achievement of the university students as a result of teacher’s behaviour, (iv) to highlight the causes which affect academic achievement of the university students and (v) to sort out the relationship between the teacher’s behaviour and academic achievement. Method: A random sampling technique was used for
selection of the sample. Fifteen Public universities were included in the sample, further 25 teachers and 100 students from each university were also randomly selected as the sample. Collected data were tabulated analyzed by applying statistical tools of chi-square and correlation(r). **Findings:** Main conclusions of the study were, expansion of the universities was financed properly; highly qualified teachers ratio was very low. Teachers guided students properly by using different teaching techniques. Teachers treated discriminately, students did not complaint against teachers to the head of institutions. Teachers were friendly, approachable, cooperative competent, well prepared. There was significantly positive correlation between teacher’s behaviour and students’ academic achievement scores.

**Adedeji (2008)** investigated Teacher Variables as Predictors of Academic Achievement of Primary School Pupils Mathematics.

**Objective:** This study examined the relationship between Teacher self-efficacy, interest, attitude, qualification, experience and pupils’ academic achievement in primary school mathematics. **Method:** The participants of the study comprises of 254 primary school teachers and 120 primary school pupils. Data collected on the study were analysed using a stepwise multiple regression analysis. **Findings:** The results reveal that teacher self-efficacy and interest had significant correlation with pupils achievement scores. Teacher’s self-efficacy being the best predictor of pupils’ academic achievement in mathematics was followed by teacher’s interest. Attitude, qualification and experience were not significant correlation with pupil’s achievement in mathematics.

**Jong Suk (2008)** studied the Effects of construction teaching approach on students’ academic achievement, self-concept and learning strategies.
Objective: The effect of a construct visit approach on academic achievement. Self-concept and learning strategies and students’ performance were investigated.

Method: The 76 Six grades were divided into two group. The experimental group was taught using the constructivist approach while the control group was taught using the traditional approach. A total of 40 hours over nine weeks was used to implement the experiment. The instruments used were as follows, Mathematics tests administered by the teacher, self-concept inventory, learning strategies inventory and a classroom environment survey. Findings: (i) Constructivist teaching was more effective than the traditional teaching in terms of academic achievement, (ii) Constructivist teaching was not effective in relation to self-concept and learning strategies and (iii) A constructivist environment was preferred to a traditional classroom.

2.6 SYNTHESIS OF THE STUDIES REVIEWED

The investigator reviewed 80 related studies and presented them as 49 Indian studies and 31 foreign studies. Each study has been presented under different captions such as Investigator(s)’ name with the year of investigation, Title, Objectives, Methods and Findings. It is understood from the review that in some research the attempts have been made in related to general aspects of teacher’s competencies, personality and achievement.

2.7 CRITICAL ANALYSIS OF THE STUDIES REVIEWED

In some studies, the standardized tools are used and for the rest, the investigators have developed their tools. The investigator used various methods such as discourse analysis and survey method. The simple random sampling technique and different random sampling technique have been adopted. The statistical techniques applied normally were 't' test, 'F' test, chi-square, correlation etc.,
2.8 RATIONALLY OF THE PRESENT STUDY

From the studies reviewed by the investigator, the following gaps have been identified. Teacher competencies has hardly been found out in the dimensions such as Communication, Professional Growth, Content Expert, Use of Technology, Use of Instructional Material, Emotional Maturity, Classroom Environment, Guidance, Evaluation and Exemplary Model. Teacher’s competencies have not been correlated with their multi dimensional personality. Only few studies have been undertaken to find out the teacher competencies, personality and achievement of secondary teacher trainees.

In order to bridge the gap mentioned, the present study is undertaken to find out the teacher’s competencies, personality and achievement of secondary teacher trainees. Besides, the researcher endeavors to correlate teacher’s competencies, personality and achievement of secondary teacher trainees in the present study. The present study includes different background variables such as gender, age, qualification, religion, marital status, type of college, nativity of the learner, type of management, optional subjects and zone.

2.9 CONCLUSION

This chapter starts with introduction and purpose of the review followed by the literature relating to teacher’s competencies, personality and achievement. The chapter concludes with the references of the study and identifies the gap. The ensuring chapter describes the methodology of the study.