CHAPTER II

REVIEW OF LITERATURE

2.1 Reviews Related to Personality

2.2 Reviews Related to self-confidence

2.3 Reviews related to Interpersonal Behaviour Style
Every research project starts with an idea. The idea may be in the mind of the researcher who has done other investigations in the field or it may come from the researches done by others. The idea occurs with a bulk of experience in some field, which provokes further research. Every research contributes a drop to the vast ocean of knowledge. Knowledge is therefore the sum total of a multitude of researches conducted by different investigators over a vast period of time.

The review of related studies is necessary for any scientific investigation because it helps the researcher in many ways, for example, it guides the researcher about the problems, which have been solved till now. Literature review is carried on to gather information regarding the work done in the past and also to ascertain what is being done currently in the context of variables of the study under investigation. It particularly helps in gathering the information about the topic which is being research upon. The second chapter gives us a brief picture of the studies in relation to the variables of the proposed research.

Present investigation is a study of personality characteristics, self-confidence and interpersonal behaviour among N.C.C. and Non-N.C.C. college students. The review of related literature is highly significant feature of the empirical studies. However, it is not possible for any investigator to mention all the studies done in the past. Therefore, the investigator tried all possible efforts to review maximum studies within limited period. First of all the investigator will examine the studies related to self-identity. In this section, the review related to concern the related study it is very few study available on the sample of N.C.C. and Non-N.C.C. students. Hence, the reviews present in the following are related to personality, self-confidence and interpersonal behaviour among students studying in various colleges.
2.1 Reviews Related to Personality

Caspi et al. (2003) studied children’s Behavioural styles at age 3 are linked to their adult personality traits at age 26. The sample of the study was 1000 children. The findings of the study indicated that longitudinal data provide the longest and strongest evidence to data that children’s early emerging behavioural styles can foretell their characteristic behaviour, thoughts and feelings as adults pointing to the foundation of the human personality in the early years of life.

Carless (1999) studied the Career Assessment. He tried to study Holland’s Vocational Interests, personality characteristics and abilities. Two study designs were used in the study. The sample used in study one was 139 individuals and the sample in the study two was 669 men and 206 women. The scale used in study one was self–Directed search, the revised NEO personality inventory and the Wechsler adult intelligence scale. The scale used in study two was the SDs, the Myers Briggs type inventory and a measure of general abilities the PL – PQ. In both studies, conceptually similar vocational interests and personality were found to be empirically related. A weak moderate relationship was observed between general abilities and investigative interests and between general abilities and the personality characteristics of openness to experience and intuition. It was concluded that assessment of three domains of interest’s abilities and personality has several advantages for assisting clients seeking vocational counselling.

Crae, Robert and Antonio (2005) in an investigation studied the universal features of personality traits from the observer’s perspective .The data was collected from 50 cultures. The sample of the study was 11,985 and NEO personality Inventory was used to collect the data. Findings of the factor analysis within cultures showed that the Normative American self-Report structure was clearly replicated in most cultures and was recognizable in all. Sex differences replicate earlier self-report results, with the most pronounced differences in Western cultures. Cross sectional age differences for 3 factors followed the pattern identified in self-reports, with moderate rates of changes during college age and slower changes after age 40 with a few exceptions, this data supported the hypothesis that features of personality traits are common to all human groups.
Dennis, Zuckerman and Kraft (1999) in one study examined the personality characteristics of male and female in team sports. Result showed that all teams were significantly higher on the anxiety and lower on neuroticism – Anxiety scale than the general college population of the University of Delaware. Lacrosse’s and field hockey athletes were higher in activity than equestrians and baseball player’s. Equestrians and baseball players were higher than football player on this scale. Contrary to prediction, football player scored lower than the general university male population on impulsive sensation seeking and the lacrosse’s and field hockey players did not differ from the general college female on impulsive sensation seeking. The baseball players also scored lower on this scale. The hypothesis that body contact sports attract high sensation seeking and aggressive participants was not supported. Sensation seeking is more characteristic of participants in high risk sports unusual sensation and personal challenges.

Huitt, W. (1988). Study on Personality differences between Navajo and non-Indian college students: Implications for instruction. Personality differences of Navajo college students are compared to those of non-Indian (mostly Caucasian) college students using the Myers-Briggs Type Indicator (MBTI). The data indicate that the majority of Navajo students are classified as introvert, while the majority of non-Indian college students are classified as extrovert. Additionally, the majority of both male and female Navajo students are classified as thinking. This is contrasted to the classification of non-Indian students where males show a similar preference, but females display a preference for feeling. In addition, Navajo students are more homogeneously typed than are non-Indian students. Implications for instructing Navajo students based on MBTI preferences are discussed. Personality measures of non-Indian college students based on the Myers-Briggs Type Indicator (MBTI) have been identified and the results widely distributed. Based upon these findings a number of studies have been completed that have described the instructional methods most preferred by different types of students. To date, however, there is relatively little data available on Native American college students. The purpose of this paper is to report data on MBTI personality measures (called type preferences) of Navajo college students and to provide some guidelines based on research with non-Indian students as to instructional methods most likely to be preferred.
Klein and Carolyn (2003) investigated Distinctive Personality Characteristics of 8, 9 and 10 years old with Williams Syndrome. Children’s behaviour questionnaire and Multidimensional Personality Questionnaire were used in the study. The findings of the study suggested that on the CBQ, high mean rating on Shyness (reverse – coded) and empathy together characterized 96% of the children in the Williams syndrome group but only 15% of the mixed etiology. On the MPQ, high ratings on items measuring certain characteristics combined (gregarious, people oriented, tense, sensitive and visible) were characteristic of 96% of the Williams syndrome group but only 15% of the mixed etiology group. The personality profiles emerging from the CBQ and MPQ provide a crucial step toward investigation of genotype / phenotype relations.

Krueger (1999) in an investigation investigated personality traits in late adolescence predict mental disorders in early adulthood. Personality traits were assessed through self-report questionnaire at age 18 and mental disorders were assessed through diagnostic interview at both ages 18 and 21. Findings showed that high “Negative emotionality” at age 18 were linked with affective, anxiety, substance dependence and antisocial personality disorders at age 21 when corresponding mental disorders at age 18 were controlled low “Constraint” (difficulty inhibiting the expression of affect and impulse) at age 18 was linked with substance dependence and antisocial personality disorders at age 21 when corresponding mental disorders at age 18 were controlled.

Livens and Dilchert (2002) conducted study on Medical student’s personality characteristics and academic performance, a five factor model perspective. The sample used in the study was 785 students. NEO – PI – R scale was used to collect the data. The result of the study revealed that Medical students who fall into the group of majors score highest on extraversion and agreeableness. Conscientiousness (self-achievement and self-discipline) significantly predicts final scores in each pre-clinical year. Medical students who score low on conscientiousness and high on gregariousness and excitement seeking are significantly less likely to sit examination successfully.

Lounsbury, Sundstorm, Loveland and Gibson (2002) in one study studied Intelligence, ‘Big Five Personality Traits and Work Drive as Predictors of course grade. The sample of the study was 175 students. Using a hierarchical multiple
regression on analysis, general intelligence accounted significant for 16% of the variance in course grade, Big Five Personality measures accounted significant for an additional 7% of the variance, and work drive accounted significant for an additional 4% of the variance. However, when work drive was entered before the Big Five Variables, the Big Five variables did not add significantly (either as a set or individually) to the prediction of course grade.

Markus Jokela, (2011), study on The association between low socioeconomic status and depressive symptoms depends on temperament and personality traits. Socioeconomic status and personality traits are known to be associated with depression risk. We examined whether temperament and personality traits modified the association between socioeconomic status and depressive symptoms. The participants were 2678 individuals from the Cardiovascular Risk in Young Finns study, aged 18–49 during the three study waves in 1997, 2001, and 2007 included in the present study. Temperament was assessed with the Temperament and Character Inventory, personality with the Five Factor Model, and depressive symptoms with a modified version of Beck’s Depression Inventory. Education, occupational status, and income level were used as indicators of socioeconomic status. Results of multilevel linear regression analysis indicated that low occupational status and income were associated with high depressive symptoms particularly in individuals with high neuroticism or harm avoidance, and with low extraversion or reward dependence. High persistence also strengthened the negative association between income and depressive symptoms, but this interaction effect was not observed with conscientiousness. The mental health risks of low socioeconomic status may therefore be most potent among individuals who are sensitive to negative and threatening stimuli.

Nidhi Saxena & Prerna Puri, 2013. Study on Relationship between Risk Taking Behaviour, Personality and Sensation Seeking Tendencies among N.C.C cadets. Risk is taken out of sensation seeking and due to personality traits by youths, especially by those who are inclined towards defence services. To find the actuality, the study was conducted keeping the age factor in consideration, especially to know negative risk, if any. The study is conducted on 100 boys and girls in total, of First year and second year belonging to urban domicile. A survey of public and private college students (aged 16-19) reveals that there is significant relation between
personality and sensation seeking. In addition risk-taking is not found to be correlated to personality and sensation seeking.

Robert, Walton and Viechtbauer (2006) in one study evaluated the pattern of Mean – Level change in personality traits across the life course. He used a Meta-analysis of longitudinal studies. The no of the sample used in the study was 92. Result of the study showed that people increase in measures of social dominance (a facet of extraversion), conscientiousness, and emotional stability, especially in young adulthood (age 20 to 40). In contrast people increase on measures of social vitality (a 2nd facet of extraversion) and openness in adolescence but then decrease in both of these domains in old age. Agreeableness changed only in old age. Of the 6 categories, 4 demonstrated significant change in middle and old age. Gender and attrition had minimal effect on change, where as longer studies and studies based on younger cohorts showed greater change.

Schaie and Parham (1976) studied stability of adult personality Traits, Fact or fable. Results of a sequential study of 19 personality factors over 9, 7 years period and with participants ranging in age from 22 to 84 years suggested that stability within generations appears to be the rule, albeit combined with many differences between successive population cohorts and subject to transient Swear trendy. A typology of 13 possible models is offered to account for the different developmental trends observed for the various personality factors.

Spangler (1997) evaluated the psychological and physiological responses during an exam and their relation to personality characteristics. The sample of the study was 23 students. The findings of the study demonstrated different emotional and physiological response pattern to examinations as compared to the control conditions. Heightened anxiety was observed only before the exam, whereas within situation physiological responses (higher hear periods, cortical and sign A, lower vigil tone) were observed both under the exam and control conditions, responses to exam condition indicated pre exam anticipatory activation and post exam restricted to recovery responses. With regard to personality characteristics subjects with high ego–resiliency showed more flexible adaptation than subjects with low ego resiliency both on the emotional level (anxiety down – regulation after exam) and on the physiological level (situation – specific responses quick recovery). Subjects with high ego control
exhibit a lower physiological reactivity under both conditions i.e. they seemed to maintain longer their control also on a physiological level independent of the type of situation.

Tarter et al. (1984), in one study studied Alcoholics sons of Alcoholics: Neuropsychological and personality characteristics. In this study, Adolescents sons of alcoholics and non-alcoholics were compared on a battery of intellectual, neuropsychological, personality and behavioural measures. The former group demonstrated certain neuropsychological deficits in perceptual motor ability, memory and languages processing.. In addition, the sons of non-alcoholics presented a more neurotic personality profile than son of non-alcoholics. They were, however less impulsive than the comparison group. More developmental and familial problems were noted in the alcoholic’s offspring as well.

Tsang, Brion and Cullough (2003) conducted study on personality traits in Adolescence as predictors of Religiousness in early Adulthood. The sample of the study was 492 adolescents between the ages of 12 to 18. The result of the study showed that among the Big Five, conscientiousness in adolescence was uniquely related to higher religiousness in early adulthood. For adolescents high in emotional stability, the link between strength of religious upbringing and religiousness in adulthood was weaker than it was for adolescents who were less emotionally stable.

Wong and Zentmihalyi (1991), studied the Motivation and academic achievement. He investigated the effect of personality traits and duality of experience. The sample of the study was 170 students in which there were 68 males and 102 females. Personality research form was used to collect the data. The result of the study revealed that controlling for ability, work orientation a PRF factor was a better predictor of grade than experience. However, an experimental variable intrinsic motivation while studying was related to the difficulty level of courses students look over the 4 years in high school. The result supported the notion that there are two kinds of motivation in scholastic achievement, one directed toward long term goals, the other directed toward on-going experience.
2.2 Reviews Related to Self-confidence:

Anu Singh lather et. al., (2000) found that male do not differ significantly on security insecurity while they were found to be significant for self-confidence. The results show high positive correlation between the two variables.

Al-sibai,(2004) explored that the relationship between general self-confidence and academic achievement has been documented in literature. It is a controversial relationship and different studies showed conflicting results a significant number of studies reported the positive correlation of self-confidence with grades in language courses. Likewise, as high self-confidence may develop the learners ‘desire to communicate and help improve language proficiency; it may generate good school performance. The correlation between self-confidence and academic achievement is a dynamic one. As levels of self-confidence rise, academic achievement increases. As learners suffer from low self-confidence, academic achievement decreases.

Aron, Arthur and Others (1981) made a study of the transcendental meditation program in the college curriculum: A 4-year longitudinal study of effects on cognitive and effective functioning. Found that participation in transcendental meditation classes produced significant freshman-senior increased on intelligence and increased social self-confidence, sociability, general psychological health, and social maturity.

Ali Haydarsar, RamazanAvcu & Abdullah Isiklar(2010) studied the analysing under graduate students ‘self-confidence levels in terms of some variables. Self-confidence has a very significant impact both on expressing yourself during interpersonal relations and making up relations with others. Acting without self-confidence may lead to isolation or retirement of an individual from society. Because of that, therapists have been very much concerned about self-confidence. Many people have difficulty in asserting their rights. These people should increase their self-confidence levels in proper situations. In this context, self-confidence education consists of modelling people who are self-confident, acting to show that you are self-confident enough and reacting instantly. This research was made in order to analyze undergraduate students ‘self-confidence levels in terms of some variables. The population of the study consisted of four departments at Aksaray University. As a
sample, 168 students studying at Aksaray University took part in. Data were collected via a scale measuring self-confidence levels of students. In data analyses, descriptive analyses, t-test and ANOVA were used. Results of the study showed that there was significant difference in terms of gender and departments.

Basavanna (1971) studied self-confidence as an attribute of self-concept. An inventory developed for the purpose of measuring self-confidence was standardized by using traditional psychometric procedures on a group of 300 college students. The self-confidence inventory was later administered to 800 male students studying in various classes and courses in the constituent colleges of Sri Venkateswara University from whom three samples of twenty-five each were randomly drawn from various levels of score distribution to represent high, moderate and low levels of self-confidence respectively. All the seventy five subjects belonging to the three samples were individually tested to obtain a measure of their risk-taking behaviour, a measure of their intellectual level, a measure of their level of aspiration, and a measure of their speed of conflict resolution. Further, they were given a Q-sort test individually under four instructional sets to obtain a self-sort, an ideal self-sort, and other person sort and an ideal other person sort. Major findings of the study: 1. Persons, who perceived themselves as having high self-confidence, had higher general mental ability than those who perceived themselves as lacking in self-confidence. 2. Persons with high self-confidence were capable of taking fairly higher risk in predicting the outcome of their performance in an intellectual activity than those who lacked self-confidence. 3. Persons with high self-confidence had higher self-regard than those who lacked self-confidence. 4. There were no significant differences between the persons with high and low self-confidence in their level of aspiration behaviour. 5. The groups with high and low confidence did not differ significantly with regard to their speed of conflict resolution. 6. The people with high and low confidence did not differ significantly with respect to their regard for others.

Bloir (1997) Strange and Brandt (1999) stated in their research papers that, authoritative style balances clear high expectations with emotional support and recognition of children’s autonomy. Studies have associated this style with self-confidence, persistence, social competence, academic success and psychosocial development. Lumborn et al (1991) stated that Parenting styles are related to children and adolescents’ academic achievement.
Cathy D. Lirgg (1991), Gender Differences in Self-Confidence in Physical Activity: A Meta-Analysis of Recent Studies. The apparent lack of self-confidence in physical activity by females compared to males has been a recent concern of some researchers in sport psychology.

Lenney (1977) suggested that females would be less confident than males when the task was male oriented or when the situation was competitive. An overall nonhomogeneous effect size of 0.40 favouring males was found. Although masculine tasks produced a larger effect-size difference than neutral tasks, it was also not homogeneous. Only one study employed a feminine task, resulting in a large effect size favouring females. However, the results of a regression analysis, which found that sex-type of task contributed to gender differences in self-confidence, did support Lenney's contention. Whether or not the task took place in a competitive situation did not differentially affect the magnitude of the gender differences. Age of subject and type of confidence measure employed are also discussed as possible variables contributing to gender differences in self-confidence.

Debra Instone, Brenda Major, Barbara B. Bunker (1983) studied the gender self-confidence and social influence strategies: An organizational simulation. Investigated whether men and women in positions of equal power differ in the strategies they use to influence subordinates. 24 male and 24 female undergraduates were placed into a supervisory role in a simulated organizational setting and were compared on the frequency, range, and types of influence strategies they used to direct the work of 3 bogus subordinates. Although gender differences consistent with general sex-role stereotypes were found, most differences were weak and only of marginal significance. Relative to males, females made fewer influence attempts, used a more limited range of influence strategies, used fewer rewarding strategies, particularly promises of pay increases, and used more coercive strategies, especially pay deductions. Females displayed lower levels of self-confidence than did males, and sex-linked differences in self-confidence explained much of the gender difference observed in the frequency with which influence attempts were made and the extent to which coercive strategies were used.

David Kipnis, William P. Lane (1962) studied the self-confidence and leadership. The object of this study was to examine the relationship between lack of
confidence in one's leadership ability and reliance upon passive leadership techniques to cope with supervisory problems. 77 Navy petty officers were given a questionnaire containing 20 supervisory problems and were asked to evaluate the desirability of each of 5 ways of solving each problem. Subjects also evaluated how satisfied they were with their leadership abilities. Principal findings were: (a) subjects were highly consistent in the extent to which they endorsed each of 5 approaches to correcting performance, (b) there was a correlation of .52 between endorsing the use of administrative procedures to solve the problem and informally asking a superior to solve the problem, and (c) subjects who lacked confidence in their leadership abilities were significantly less willing to hold face-to-face discussions with subordinates and significantly more often endorsed both referring the subordinate to a superior and relying upon the use of administrative rules to solve the supervisory problems.

Dipika, Shah and Manivannan (2003) made a study of the self-confidence of visually impaired children in integrated and special schools in Tamil Nadu. A sample of 320 visually impaired children was selected as the sample through stratified random sampling procedure. The tools used students ‘self-confidence scale (SCS) based on the Likert scale of summated ratings. Major findings of the study were: 1. there was no significant difference between the scores of visually impaired children in self-confidence on the basis of the gender. 2. There was no significant interaction between independent variables gender and nature of impairment as far as the scores of visually impaired children in self-confidence are concerned is tenable. 3. There was no significant interaction between independent variables gender and nature of schools as far as the scores of visually impaired children in self-confidence are concerned. 4. There was no significant interaction between independent variables such as gender; nature of impairment and nature of schools as far as the scores of visually impaired children in self-confidence are concerned.

Einarson, Marne, Santiago, Anna (1996) made a study of background characteristics as predictors of academic self-confidence and academic self-efficacy among graduate science and engineering students: an exploration of gender and ethnic differences. They found gender and ethnic differences in academic self-confidence, academic self-efficacy.
Geeta, Pastey and Vijayalaxmi, Aminbhavi (2006) studied that the Impact of emotional maturity on stress and self-confidence of adolescents. Sample of the study consists of 105 adolescents studying in at Dharwad city Karnataka state, India. The scales such as emotional maturity (Singh and Bhargav, 1994), self-confidence inventory (Rekha Agnihotri, 1987) and students’ stress scale (Deo, 1997) were administered on the selected sample. The findings revealed that the adolescents with high emotional maturity have significantly high stress and self-confidence when compared to those with low emotional maturity. Adolescents with more number of siblings have shown significantly higher level of self-confidence than their counterparts. It is also found that educational level of father has significantly influenced stress of their adolescent children. Adolescent boys tend to have significantly higher stress than girls and girls tend to have significantly high self-confidence.

Hall, Evelyn (1990) made a study of the effect of performer gender, performer skill level, and opponent gender on self-confidence in a competitive situation. He found that self-confidence of females is not lower than that of males.

Hripsime A. Kalaian, Donald J. Freeman (1994) studied the gender differences in self-confidence and educational beliefs among secondary teacher candidates. This longitudinal study examined gender differences among secondary teacher candidates across three categories of criterion measures: (a) levels of self-confidence in teaching, (b) anticipated sources of professional knowledge, and (c) educational orientations and beliefs. Relative to males, females entered teacher preparation programs with lower levels of confidence in themselves as teachers and higher expectations for what they would gain from education courses and practical experiences related to teaching. Females were also more likely to favor student-centred approaches to instruction and to believe that instructional strategies have limited generalizability. These differences in self-confidence and educational beliefs persisted to program completion.

Kenneth D. Locke (2005) concluded on the basis of his research findings that the horizontal dimension also is associated with a genetic dispositions and experiences such as self-worth and self-confidence. For example, participants perceived more similarity when comparing with targets’ desirable attributes than with targets’ undesirable attributes and perceiving similarities with desirable target
attributes (and dissimilarities with undesirable target attributes) enhanced their self-confidence. Participants higher in self-worth (high in self-esteem and low in depression) were more discriminating in their experiences of similarity and connection; specifically, they reported more similarity and connection when targets’ attributes were desirable but less connection the more targets’ attributes were inferior to their own.

MacIntyre et al. 2001, as cited in Brown, 2007, defined willingness to communicate as “the intention to initiate communication, given a choice”. Self-confidence is the most essential factor that determines learners’ willingness to participate in oral activities in language classrooms. In other words, we can say that where there is self-confidence, there will be good communication. On the other hand, lack of self-confidence is thought to be the most dangerous barrier for effective communication.

Molberg, et.al. (2010); Studies revealed that self-confident learners usually take risks at speaking another language even if they do commit mistakes. They engage in different oral activities regardless of the topic discussed and the number of students in class. They learn from mistakes, work hard and eventually, they increase their language proficiency. On the other hand, low confident learners usually look away from instructor to avoid being called on. They feel uncomfortable when using the language orally because they are concerned about being criticized or disapproved of. As a result, they tend to perform less successfully.

N. Wooldridge and N. Richardson (1998) reported that assertiveness and self-confidence can be improved by using effective teaching methods which in turn help people with learning disabilities to feel good about them.

Offer, Ostrov & Howard (1981) boys have better feeling about their bodies are more self-confident and are less, passive and less dependent on other’s approval than girls. Boys also reported better feelings about themselves than girls did with respect to vocational achievement and academic success. Boys described themselves more confidently than girls in term of their abilities to solve problems that might arise. While most boys were self-confident about their appearance throughout adolescence over 40% of the younger adolescent girls a said they frequently felt ugly or unattractive. They described themselves as physically soccer, sadder and lonelier than
boys. Offer and his colleagues (1981) maintain that these differences between adolescent girls and boys reflect girl’s awareness of their having less economic social status in their futures and of feeling less capable than boys of controlling their own destinies.

Purwar (2002) finding shows that self-confidence and intelligence is higher in non-scheduled caste urban and rural boys and girls. The highest level of aspiration was found in scheduled caste urban boys and average level of aspiration of scheduled caste urban girls.

Parvathamma and Sharanamma (2010) studied the anxiety level and level of self-confidence and their relation with academic achievement. Six high schools of Chamrajnagar taluk in Karnataka were selected randomly. Totally 300 students were selected by randomly selecting 50 students from each school including boys and girls. Major findings of the study were: 1. there was a significant difference between anxiety level of boys and girls. 2. There was a significant difference between self-confidence levels of boys and girls.

Sleeper, Lynn, Nigro, Georgia (1987) made a study of it’s not who you are but who you’re with: self-confidence in achievement settings. Found overall, sex of subject differences in self-confidence are less powerful than the effects yielded by the sex of others in achievement settings.

Subramaniam, Leena Mathew (2004) studied assessing self-confidence, mental health & frustration among injured sportsmen & women. The sample comprised 60 of which 30 were sportsmen and used to the other assess self-confidence 30 were sportswomen. Major findings of the study were: 1. there were significant differences in the self-confidence and frustration between injured sportsmen and sportswomen. 2. There was no significant difference in mental health between injured sportsmen and sportswomen. 3. There were no interrelationships between self-confidence and mental health, self-confidence and frustration, and mental health and frustration of both.

Sylvia Beyer and Dward M. Bowden (2005) have done study on the Sex Differences in Self-Perceptions. This research assessed Sex differences in the accuracy of self-perceptions. Do males and females with equal ability have similar self-
perceptions of their ability? Three measures of accuracy were used: accuracy of self-evaluations, calibration for individual questions, and response bias. As hypothesized, for a masculine task, significant Sex differences were found for all three measures: Females' self-evaluations of performance were inaccurately low, their confidence statements for individual questions were less well calibrated than males; and their response bias was more conservative than males'. None of these Sex differences were found for feminine and neutral tasks. As hypothesized, strong self-consistency tendencies were found. Expectancies emerged as an important predictor of self-evaluations of performance for both Sexs and could account for females' inaccurately low self-evaluations on the masculine task. How females' inaccurate self-perceptions might negatively affect achievement behaviour and curtail their participation in masculine domains is discussed.

Tirath Singh and Parminder Kaur (2008) studied the effect of meditation on self-confidence of student-teachers in relation to gender and religion. Sample of the study were used 152 student-teachers of B.Ed. Major findings of the study were: 1. there was significant effect of gender on self-confidence when pre-self-confidence was taken as a covariate. 2. There was no significant effect of interaction between meditation and gender on self-confidence when pre-self-confidence was taken as a covariate. 3. There was no significant effect of interaction between meditation and gender on self-confidence when pre-self-confidence and pre-general intelligence were taken as covariates.

Wilson, Rodney Carlton (2000) made a study of sources of sport-confidence of senior adult, college, and high school athletes. Found that the perceived importance of various sources of self-confidence differed between and within gender.

Ziegler, Albert, Heller, Kurt (2000) made a study of conditions for self-confidence among boys and girls achieving highly in chemistry. Indicated that girls already expressed significantly lower levels of self-confidence regarding chemistry than did boys.
2.3 Reviews Related to Behaviour Orientation and interpersonal Behaviour:

Aishwarya Raj Lakshmi and Meenakshi Arora (2006) Study on “Perceived Parental Behaviour as Related to Student’s Academic School Success and Competence” In this study the researcher investigate perceived parental behaviour and its relationship with academic school success and academic competence. Total 500 High school students male and female respectively selected by stratify random sampling method from Varanasi city. Adolescent’s Perception of Parental Behaviour Questionnaire (APPBQ) developed by Arora, Sinha and Lakshmi used for data collection. A School Success was assessing by marks obtained in High School Board Examination. Arora and lakshmi also developed academic Competence Scale. Results of the study revealed that parental acceptance and encouragement scores were positively related with academic school success and academic competence scores. However, parental control showed negative relationship with academic success and competence. Parents who were perceived as being more acceptant and using less restrictive and hostile psychological control tended to have adolescents with higher academic success and competence.

Hardeo Ojha (2007) studied on “Parent-Child Interaction and Machiavellian Orientation” The study explored the relationship between perceived parental behaviours and children’s Machiavellian orientation (MO) and between parents’ MO and children’s MO. The sample constituted of 300 male students of Plus-Two classes selected incidentally from the intermediate colleges of Bhagalpur and their 600 parents. The mean age of subjects was 17 years, the age range being 16-18 years. The mean age of parents was 45.25, the age range being 40-55 years After data were obtained from them each subject was given two forms of Mach IV Scale, one-marked ‘M’ and another marked ‘F’ to be filled in by his mother and father respectively. The data analysed by product moment correlation coefficient revealed that loving and permissive behaviour of parents were negatively and significantly related with their sons’ MO. It was also found that MO of parents and their sons were positively and significantly associated, providing support for modelling hypothesis.

Inge B. Wissink., etal (2013) conducted a study on Moral Orientation and Relationships in School and Adolescent Pro- and Antisocial Behaviours: A Multilevel Study”. This multilevel study examined the relationships between moral climate
factors and prosaically as well as antisocial behaviours inside and outside the school (school misconduct, delinquent behaviour, and vandalism). The moral climate factors were punishment- and victim-based moral orientation, relationships among students, and teacher–student relationships. The analyses of data from 670 students in 69 classes showed that the classroom-level variables only had a significant impact on misconduct at school of students aged 12 to 20. For the other outcome variables, the student-level variables (student and teacher–student relationships, but especially students’ moral orientation) were significant. A novel finding was that a positive teacher–student relationship not only proved to be related to less misconduct inside the school but also to less delinquent behaviour and vandalism outside the school. This indicates that the teacher is an important socializing agent for adolescent behaviour in general.

Lourdusamy and Sadanandan (2010) conducted a study on Parental influence on academic achievement on higher secondary students. The first and foremost duty of parents is to look after their children in the best possible way, to take interest in their welfare and to see their progress. The main objectives of the study were to study the level of parental influence of higher secondary students and of parental influence on academic achievement of higher secondary students. Survey method was used for the study. The sample consists of 300 higher secondary students selected from 15 schools randomly (Aided, Matriculation and Government higher secondary schools) in Tirunelveli and Tuticorin Districts. Parental influence questionnaire developed by the investigator has been used to collect data. 150 students from each district were randomly selected. ‘t’ test, Chi square test were used for analysing the data. The research revealed that 12% of higher secondary student had high level of parental influence and there was significant relationship between academic achievement and parental influence of higher secondary students.

Maxwell Benjamin, B (2012) examined the influence of organizational climate on the prevalence of moral values among the higher secondary students in Chennai city. In this study Stratified Random Sampling Technique was followed and the data were collected from 1446 students in 20 schools. The study was a Normative Survey research. The variables used in the study were Moral Values, Academic Achievement, Organizational Climate: School Climate and Home Environment and Demographic Variables: Sex, Parents Educational Qualification, Parents Profession,
Parents Monthly Income, Type of Management, Type of School and Major subject groups. Tools used in the study were Questionnaire developed by the investigator to measure the Moral Values among school students and two Standardized Tools used to measure Organizational Climate known as School Environment Inventory and Home Environment Inventory. The major findings are: The Female students have better Moral Values and Academic Achievements than the Male students. There was no relation between the Mean Scores of Moral Values and Academic Achievement among Students with respect to Sex, Parent’s Education, Parent’s Occupation, Parent’s Monthly Income, Types of School Management, Types of School and Major Subjects.

Mogotsi, Isaac C.; Boon, J. A. (Hans); Fletcher, Lizelle (2011) worked on Knowledge sharing behaviour and demographic variables amongst secondary school teachers in and around Gaborone, Botswana. The purpose of this study was to investigate the relationships between knowledge sharing behaviour and the demographic variables gender, age, organizational tenure and professional tenure. Following a co-relational survey approach, the study sourced its data from senior secondary school teachers in and around Gaborone, Botswana. Knowledge sharing behaviour was measured using an instrument sourced from the extant literature. No statistically significant relationship was detected between knowledge sharing behaviour and gender, age, or professional tenure. Only organizational tenure weakly negatively correlated with knowledge sharing behaviour. Thus, according to these findings, demographic variables do not appear to be important determinants of knowledge sharing behaviour.

ParimalaFathima, Sasikumar, and PanimalarRoja, (2014) revealed a study on “Enhancing Teaching Competency of Graduate Teacher Trainees through Meta-cognitive Intervention Strategies.” Teacher competencies facilitate physical, intellectual, social, and emotional development of the students. The teaching competency of a teacher is determined by various aspects. In this study, the investigator developed teaching competency on five dimensions namely induction, content, pedagogy, organization and Assessment. Experimental method was adopted by the investigator. 30 trainees (13 Boys &17 Girls) of Physical Science (optional) formed the sample of the study. Single group pre-test treatment post-test design and purposive sampling techniques were followed. The findings revealed that there is a
continuous improvement in all the dimensions of teaching competency. It further shows that every teacher needs to review/update his/her potential in all possible novel/new/innovative strategies, so as to modify and improve his/her teaching competency in accordance with the changes envisaged in the educational system. The investigator suggested that this experiment will definitely help the future teachers to take their roles confidently by enhancing the teaching competencies in the classroom situation. Hence, there was an urgent need to steer our efforts towards the implementation of Meta cognitive intervention strategies to enhance teaching competencies at all levels of teacher education.

Rajaguru, (2008) examined an “Impact of ‘RKMVCOE’ (Sri Ramkrishna Mission Vidyalaya College of Education) Teacher Preparation Curriculum on the Value Enhancement of the Student Teachers”. Objectives: (i) To adopt value test and study the values of student teachers at B.Ed level. (ii) To study the impact of value oriented teacher preparation curriculum, if any, on the value enhancement of student teachers with special reference to certain value components (Aesthetics, Theoretical, Religious, and Political, Social, Economic and Hedonistic values). Method: Single group pre-test and post-test experimental research design was applied to the study the impact of curriculum on value enhancement of the student teachers. The sample consisted of 109 B. Ed. students of different parts of Tamilnadu studying in Sri Ramkrishna Mission Vidyalaya College of Education. The investigator adopted value test as a tool for the study developed by SashiGilani (1984). The value test was translated into Tamil language and used to collect data from the student teachers. Findings: (1) The RKMVCOE teacher preparation curriculum helps student teachers to enhance their values. (2) The RKMVCOE teacher preparation curriculum helps to enhance Aesthetic, Religious, Social and Economical values rather than Theoretical, Political and Hedonistic values.

Scott W. Ross, Natalie Romer, Robert H. Horner, (2012) conducted a study on Teacher Well-Being and the Implementation of School-Wide Positive Behaviour Interventions and Supports. Teacher well-being has become a major issue in the United States with increasing diversity and demands across classrooms and schools. With this in mind, the current study analysed the relationship between outcomes of teacher well-being, including burnout and efficacy, and the implementation of School-Wide
Positive Behavioural Interventions and Supports (SWPBIS). Using a multilevel regression approach, the surveys of 184 teachers across 40 elementary schools were analysed at individual and school levels. Results indicated that teachers in schools implementing SWPBIS with fidelity had significantly lower levels of burnout and significantly higher levels of efficacy. In addition, an interaction effect implied that teachers benefited most from SWPBIS implementation in schools of low socioeconomic status.

Sevdegercecen, HandeSerdar, (2013), explored on Associations between Teacher-Student Interpersonal Behaviours and Student Stress in English Language Classes, This study explores the associations between student stress and teacher-student interpersonal behaviours in the foreign language classroom. The results reveal that student stress is significantly associated with the dimensions of QTI. In particular, there are negative associations with oppositional teacher behaviours such as being uncertain, admonishing and dissatisfied, and positive associations with cooperative behaviours such as understanding, helpful/friendly attitude and showing leadership. Additionally, the only variable that can predict student stress is identified as students’ perceptions on the dissatisfaction of their teachers.

Sunitha (2005) conducted a study on “Academic Learning Environment of Students from Aided and Unaided Coeducational High Schools”. The study was conducted in 2004-05 in Dharwad, Karnataka. The sample consisted of 240 high school children from 8th to 10th class with an age range of 12-16 years from aided and unaided co-educational high schools of Dharwad. Data was collected through school learning environment home learning environment schedules. Student’s academic achievement was assessed through previous year’s final marks (percentage) as well as current year’s two semester’s grades. The socio-economic status schedule developed by Venkataramaiah (1983) and Aaron et al. (1969) and Hauser (1994) was used. The results revealed that students of unaided schools (boys and girls combined) had significantly better school learning environment. Students from schools with English medium of instruction were significantly higher in student’s involvement while, Kannada medium students had significantly better method of teaching and study habits than English medium students. Boys of both aided and unaided schools
perceived better method of teaching in comparison to girls. Eighth class students of both aided and unaided schools were significantly higher on study habits, cooperation, goal orientation and involvement. Ninth class students reported significantly higher on cooperation and involvement in school activities than eighth and tenth class students. With regard to home learning environment, students of unaided schools had significantly better facilities in home and received more parental guidance and support. Students with English medium received significantly better parental encouragement and care and better facilities in home than students of Kannada medium schools.

Susan Main and Lorraine Hammond (2008) was published an article on “Best Practice or Most Practiced? Pre-service teachers’ beliefs about effective behaviour management strategies and reported self-efficacy”. The article showed the importance of managing student behaviour remained as one of the most daunting aspects of teaching for educators and this is particularly so when children with disabilities are included in the regular classroom. Self-efficacy has been identified as having a significant impact on a teacher’s behaviour, and pre service training can play an important role in preparing teachers to be effective classroom managers. The purpose of this study was to identify if pre-service teachers in an Australian university held high or low self-efficacy beliefs and whether the type of strategies they identified as most effective correlated with those highlighted in the research as best practice. In addition, pre-service teachers were surveyed before and after their practicum in order to determine if actual classroom experience impacted on their self-efficacy and their knowledge of behaviour management strategies. Findings indicated that self-efficacy beliefs among this cohort of pre service teachers were generally high and were even higher after the practicum. There were concerns, however, that the range of behaviour management strategies identified by pre service teachers was limited and did not incorporate strategies to deal with more challenging and persistent behaviour problems.

Tony Rickardsa and Jim Greenslade, 2012, Study the relationship of teacher-student interpersonal behaviour and degree specialization in Engineering Education. Findings to date are tending to suggest that there are less favourable perceptions of the learning environment in some degree specializations. A careful analysis and review of these complex relationships between learning environment and
specialization should allow this study to offer individualized ways in which each specialization can improve its learning environment. It is expected that if particular engineering specializations show a less favourable perception of any aspect of the learning environment then this knowledge can be used to review affected programs or courses. Significant gaps between actual and preferred frequencies will also yield useful data for course organizers, as will significant differences in reported perceptions between lecturers and students. A major benefit from this study may be that a tailored approach can be taken by organizers in each specialization to improve learning outcomes. It would be expected that as a result students will have a more positive experience in those specializations.

Yellaiah (2012) conducted a study on the Study of Adjustment on Academic Achievement of High School Students. Education is the ability to meet life's situation. It was a character-building process enhancing one's personality and making his/her rational capable, respective and intelligently independent. The child adjustment is determined by a large number of factors, both personal and environment in nature. Normative survey method was used for the research. It helped to explain the educational phenomena in terms of the conditions or relationships that exist, opinions that are held by the students, teachers, parents and experts. Sample of the study consisted of 300 students studying in class IX from various government and private schools, rural and urban areas of Mahabubnagar district in Andhra Pradesh. By using Adjustment Inventory for School Students (AISS) given by Prof. A.K.P. Sinha and Prof. R.P.Singh the sample was collected. The study conclude that adjustment and Academic Achievement cause significant difference between male and female students, Government and Private Schools students but Rural and urban school students did not cause any significant difference between Adjustment and Academic Achievement. It was found that there is a low positive relationship between Adjustment and Academic Achievement.