CHAPTER II
REVIEW OF RELATED LITERATURE

2.01 INTRODUCTION

The review of literature is an important task calling for a deep insight and clear perspective of the overall field. The review of literature helps, to a great extent to understand the problem and its crucial aspects and ensures the avoidance of unnecessary duplication. It provides comparative data on the basis of which the researcher can evaluate data on the basis of which the researcher can evaluate and interpret the significance of his finding. To get benefit from previous research, a survey of related literature becomes imperative.

The investigator traced out various categories of research work like dissertations, theses, journals and variety of relevant books on Education achievement and psychology published in India and in abroad. These works mainly are related to the fields of personality studies. Research in this area is gathering momentum in almost all walks of life where excellence in aimed at.
2.02 NEED FOR REVIEW OF RELATED LITERATURE

A survey of related literature immensely helps the investigator to acquaint and equip with what had been done in the past. According to Best John (1977), “a brief summary of the previous research and the writings of the experts on the field provides the known and what is still unknown. Since, the effective research must be based on past knowledge, this helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestions for significant investigation”.

2.03 STUDIES RELATED TO COMPUTER COMPETENCY

Charp (2000) noted that Educational researchers find a positive connection between the integration of ICT and the successful curricula outcomes when ICT is properly deployed. Hasselbring et al. (2000) in his study ‘Technology to support teacher development’ had shown that improving the quality of an Education system depends upon teachers’ training and development. He argues that teachers should be trained to view ICT as a resource and to use technology in classroom activities, whilst earlier added that Education authorities are responsible for teacher training.
Knezek et al. (2000) reported that educators with higher levels of skill, knowledge, and tools would exhibit higher levels of technology integration in the classroom.

Kong et al. (2000) investigated study on ‘Possibilities of creative and lifelong learning’. They found that the integration of IT and curriculum is the main force in promoting the full acceptance of information technology by teachers and students.

Law (2000) in his study ‘Changing classrooms changing schools’ found that teachers and students have variously gained in their mastery of ICT skills. When the focus was on technology supported teaching, the teachers were all generally more competent, and many of them have mastered the skills of multimedia production and programming.

Mumtaz (2000) worked on ‘Factors effecting teachers' adoption of technology in secondary schools’. He pointed out lack of administrative, technical and financial support as problems that prevent teachers from using computers in their teaching.

Cuban (2001) investigated study on ‘High access and low use of technologies in high schools’. He found that teachers who used computers in their classrooms largely continued their customary
practice. A very few fundamental changes in the dominant mode of teacher-centered instruction have occurred occasional to serious use of computers in their classes had marginal or no impact on routine teaching practices. In other words, most teachers had adapted an innovation to fit their customary practices, not to revolutionize them. He noted that the overwhelming majority of teachers employed the technology to sustain existing patterns of teaching rather than to innovate. In interviews with 21 teachers he found that 13 said that their teaching had indeed changed because of their use of information technologies. Changes include planning more efficiently, communicating with colleagues and parents far more via the Internet, securing Education materials from the Internet, having an additional tool in their customary set of teaching practice, and seeing students’ access to information as a phenomenal enhancement to their teaching. Of the 13 teachers who said that their teaching had changed, only four said that they had modified their daily practices in major ways: organized their class differently, lectured less, relied more on securing information from sources other than the textbook, gave students more independence, and acted more like a coach than a performer on stage.
Grabe (2001) stated that technology should facilitate meaningful learning in the classroom. Also, it should engage the thinking, decision making, problem solving and reasoning behaviors of students.

M2 Communications Ltd (2001) conducted study on ‘ICT investment boost secondary schools’. They found that there was a consistent trend for pupils in schools with better IT resources to achieve better grades for English, math and science. It also indicated that schools that used IT to support a particular subject, tended to achieve better in that subject than schools which did not use IT.

Mooij et al. (2001) in the study ‘Modeling and supporting ICT implementation in secondary schools’ found that teachers’ competence and confidence in their skills were one of the main factors to influence teachers’ willingness to integrate technology in their teaching and learning process. They claimed that educators lack of knowledge is a serious barrier to integrate ICT into secondary schools. Educators must attain and maintain an assured degree of technological competence to make instructional strategies more effective.

Pelgrum (2001, cited in Afshari et al, 2009) conducted study on ‘The Educational potential of new information technologies’. He claimed that the success of Educational innovations depends largely on the skills
and knowledge of teachers. The study reported that teachers lack of knowledge and skills is among the most inhibiting obstacles to the use of computers in schools.

**Kenny (2002)** conducted a qualitative study of 21 Australian students and found a major theme of “computer confidence.” Students identified this as both enhancing and detracting from student learning because most had little experience with computers prior to nursing school. A leading cause of frustration and anxiety in their program was related to computer hardware and software, specifically identifying email, presentation software, spreadsheets, databases, and literature searches as most relevant. Interestingly, there was also a minority of students with extensive backgrounds in computers who were frustrated by peers who lacked computer experience. This study illustrates the diversity among students, as well as the need for schools to provide the means to help students who need to improve their computer competency level to maximize their learning and to use computer technology as a means for both on-the-ground and distance students to successfully form a learning community.
Anderson (2002) conducted case studies on ‘The network and administrative’. The findings of studies are: Changing interactions within the classroom as a direct or indirect result of using ICT to support teaching and learning; and The involvement of others (non-teachers) outside the physical classroom in students' learning activities. He understood that how the innovative practices led to a greater emphasis upon students who take responsibility for their own progress, including self-imposed deadlines, and in other ways improving their study and work skills.

Diezmann et al. (2002) conducted survey on ‘Framework for multimedia resources’. They found clear evidence that students appropriated ICT resources as tools to construct an understanding of the teaching-learning process in science. Being able to access and revisit resources over time had the potential to strengthen effectiveness and heighten students’ interest in science teaching. Although the project included pre-service and in-service teachers, the experience of using CD ROMs in teaching and learning applies equally well in primary and secondary schools.
Green et al. (2002) in a study of the ‘Impact of the Internet on teacher practice and classroom culture’ found that students were engaged when accessing the Internet. Girls were comfortable searching for information on the Internet and reading multiple pages of text, and were likely to take the time to read what they found.

Haidar (2002) in his study ‘Emirates secondary school science teachers’ perspectives on the nexus between modern science and Arab culture’ found that secondary school science teachers did not view modern science as part of European culture and perceived no differences between modern science and Arab culture. It appeared that Arab teachers lacked an understanding of the social component of science and training was required in this aspect of science. The author argues that when they are discussing culturally critical scientific issues in class, Arab science teachers should assume the role of cultural brokers to facilitate students’ understanding of science. Teachers may therefore find difficulty in delivering the content of science within their community’s ethnic traditions and cultural knowledge.

Hawkins (2002) reported that school administrators offer very little structural support and incentives to teachers in effective use of ICT in the classroom. Though lecturers enthusiastically engage in
collaborative projects and constructivist pedagogy, administrative support given in reference to ICT is not adequate. Teachers use computers more often for their teaching-learning process if they perceived an adequate support from the school administration. Teachers who receive adequate ICT support from the administrators are more likely to use ICTs in their teaching practice while those who do not receive ICT support from the higher authorities in school are less enthusiastic in using computer or do not integrate technology at all. Administrators in school, such as the principal acts as a mediator to integrate ICT into the Educational system by playing a key role in encouraging, supporting, and helping the teachers to use computers in their teaching-learning process. The support of the school principal or administrator can encourage and promote teachers willingness to use the computer as a medium to deliver instruction. Thus, the role of the school administrator is crucial in providing the force, support and conditions to enhance the use of computer in the teaching profession. Much as administrative support is an important factor in positively influencing ICT integration and implementation.

Levin et al. (2002) point out those students think of the Internet as an important way to collaborate on project work with classmates more effective. They referred that the Internet provides ways of presenting
material that differs from how it is presented in class and it is also a resource that is always available, patient and non judgmental.

Agaba (2003) conducted study on ‘Challenges and the way forward’. He found that lack of skills as one of the problems explaining underutilization of Makerere University Library electronic information resources by academic staff.

Berner (2003, cited in Afshari et al, 2008) in a case study on the ‘Relationship between computer use in the classroom and two independent variables: beliefs about computer competence; and administrative support’, found that the faculty's belief not computer competence was the greatest predictor of their use of computers in the classroom. Therefore, teachers should develop their competence in ICT skills through training based on the Educational goals they want to accomplish in order to use computers in teaching.

Blackmore et al. (2003) in the study ‘Effective use of information and communication technology (ICT) to enhance learning for disadvantaged school students’ found that using ICT in learning offers advantages and opportunities to increase students’ motivation, helps students to solve problems, and increases students’ attention span.
Deaney et al. (2003) in their study ‘Pupil perspectives on the contribution of ICT to teaching and learning in secondary schools’ found that students viewed ICT resources as helpful in tasks and presentations, and also useful in refining project reports and trial options. They associated ICT with change in the study environment and classroom relations; ICT applications raised interest and increased motivation on their part. Nevertheless, whilst the participants valued independent study and the challenge of ICT, they were concerned that this reshaping of learning might be displacing valuable teaching.

Munyantware (2003) in his study ‘problems affecting adoption technology by mathematics and science teachers in secondary schools’ found out that teachers with lower ICT proficiency are not willing and have less confidence to use ICT for teaching. This suggests that teachers information communication technological skills are critical for successful ICT implementation in the classroom.

Rogers et al. (2003) in an analysis of 350 lesson reports submitted by secondary schools engaged in a UK Science Consortium program. An interesting feature of these data is the dominance of “normal” science teaching objectives, suggesting that, in general, ICT facilitates science learning rather than displacing it. Further, teachers
rated 92 per cent of their lessons with ICT as having successfully fulfilled their objectives. The researchers also reported that successful outcomes were influenced by the following teaching practices: Lesson objectives are clearly identified and tasks are clearly defined. The “time bonus” is used creatively, often involving interventions to encourage discussion and investigative approaches ICT activities are explicitly linked to other activities before, during and after the ICT lesson. Teachers plan a greater emphasis on interpretation of results and thinking about science. Teachers recognize and build upon the technical skill already acquired by pupils.

**Al-Moussa (2004)** conducted study on ‘Integration of information and communication technology in Gulf Cooperation Council Countries’. He reported that obstacles to the integration of ICT into schools in the Gulf Cooperation Council countries were a lack of computer skills training for teachers and insufficient technical support, plus costs. A recent Omani higher Education survey concerned a questionnaire based on literature from developed economies faculty member’s perceived moderate levels in obstacles in applying ICT to their teaching practices: lack of equipment, lack of institutional support, disbelief of ICT benefits, lack of confidence, and lack of time.
Nachmis et al. (2004) stated that staff training should be a continuous process for regular updates with the development of ICTs. Faculty staff requires ICT training not just in the choice and use of appropriate technologies, but on how people learn and in instructional design.

Schaffer et al. (2004, cited in Afshari et al, 2009) reported that when technology is introduced into teacher Education programs, the emphasis is often on teaching about technology instead of teaching with technology. Hence, inadequate preparation to use technology is one of the reasons that teachers do not systematically use computers in their classes. Teachers lack the necessary skills and thus need to be given opportunities to practice using information communication technology during their teacher training programs so that they can see ways in which technology can be used to augment their classroom activities. Teachers are more likely to adopt and integrate ICT in their courses, when professional training in the use of ICT provides them time to practice with the technology and to learn, share and collaborate with colleagues. The statement suggests that training teachers to update their ICT skills may aid the integration of computers into the classroom setting. To promote ICT integration in schools, school leaders should adopt strategies that make ICT part of their daily routine or tasks.
of the teachers. These strategies may include using e-mail as the mode of communication among staff, accessing the Intranet to download data and using a word-processor to complete lesson plans for submission.

**Bauer et al. (2005)** stated in their study ‘Towards technology integration in schools’ that although teachers were having sufficient skills, were innovative and easily overcame obstacles, they did not integrate technology consistently both as a teaching and learning tool. Reasons being outdated hardware, lack of appropriate software, technical difficulties and student skills levels. The study found that professional development has a significant influence on how well ICT is embraced in the classroom. This implies that teachers training programmes often focus more on basic skills and less on the integrated use of ICT in teaching. Despite the numerous plans to use ICT in schools, teachers have received little training in this area in their Educational programs.

**Jhurree (2005)** in his study Technology integration in Education in developing countries reported that Education reform is occurring throughout the world and one of its tenets is the introduction and integration of ICTs in the Education system. The successful integration of ICTs into the classroom warrants careful planning and depends largely
on how well policy makers understand and appreciate the dynamics of such integration. Integration of ICTs in Education has been a contentious issue he claims some people argue that technology will change the Educational landscape forever and in ways that will create a dramatic increase in the performance of learners.

Kozma (2005) have demonstrated that ICT can help deepen students’ content knowledge, engage them in constructing their own knowledge, and support the development of complex thinking skills. He reported that ICT alone cannot create this kind of teaching and learning environment. Teachers must know how to structure lessons, select resources, guide activities, and support this learning process; many traditionally-trained teachers are not prepared to take on these tasks.

Peansupap et al. (2005) conducted study on ‘Factors enabling information and communication technology diffusion’. They found that lack of ICT skills as a key barrier to adopting and using ICT applications in Australian construction organizations. Solving technical issues can minimize users resistance to technological innovation and thus, ICT implementation success is often realized by managers who understand the management of technological change. Thus, if teachers perceive ICT
as a beneficial tool, compatible with their current activities, easy to use and have observable outcomes, they could demonstrate positive attitude towards ICT. This can positively influence ICT Implementation in institutions of higher learning.

**UNESCO (2005)** reported that teachers, professors, technical and administrative staff must be given training that enables them to integrate new information and communication technologies into their teaching programs. The lack of technical skills of maintaining the functionality of computers confused teachers to integrate ICT in the classroom.

**Akankwasa (2006)** conducted study on ‘Problems affecting the levels of computer use for instructional purposes by technology teachers in government schools’. He found out that although many teachers share beliefs that Educational technology could promote learning and that the use of ICT is desirable, they are reluctant to use Educational ICT because of insufficient support and resources.

**Albirini (2006)** stated that technology competence comprises not only technology knowledge but also the skills and experience essential to put them into use. Technology competency allows the teachers to turn into most efficient individuals in dealing with daily tasks such as to communicate with the students’ parents; to keep records; to do research
in their option domain; and to prepare presentations. Computer competence, therefore, can be observed in terms of teachers beliefs concerning their knowledge, basic skill, and capability of performing essential functions using the computer.

Also he reported that computer competence refers to educators’ beliefs about their computer knowledge and skills. Computers are an essential part of many work places and employers need both men and women with computers skills. Although some come to the job with computer related Education, many workers need training or retraining to keep up with new computer hard ware or software.

**International Association for the Evaluation of Educational Achievement (2006)** held its Second Information Technology in Education Study, an international comparative study of pedagogy and ICT use in schools in 22 countries. The study focused on the role of ICT in teaching and learning in mathematics and science classes, and examined the extent to which practices conducive to the development of “21st century skills” were present, in comparison to traditionally important practices. The study found that the impact of ICT use on students was highly dependent on the teaching approaches adopted. Greater student gains in 21st century skills were reported by teachers
who provided more student centered guidance and feedback and who engaged more frequently in advising students on group work and enquiry projects. On the other hand, the study found that higher levels of reported ICT usage did not necessarily equate with higher levels of learning gains. No significant correlation was found between using ICT in traditional instructional activities and perceived students’ learning outcomes.

**Munyantware (2006)** in his study ‘Problems affecting teachers’ adoption of technology in classrooms among science and mathematics teachers in Kisoro Districts’, reported that in addition to social support from colleagues, perceived support from the school influences teachers adoption decision. The study suggested that continuous support to teachers gives them confidence in using computers in teaching their relevant courses in institutions of higher learning.

**Ornes & Gassert (2007)** examined faculty syllabi to determine the informatics content present in 18 nursing courses. They found that students were not routinely exposed to computerized learning, faculty were a significant barrier to students learning increased computer skills, and students were not adequately prepared to use information technology. The competencies assessed were broad applications of
administration, communication, data access, documentation, patient monitoring, desktop software, and systems, with a primary focus on patient clinical information systems. Although this provides an overview of informatics capabilities, it does not delineate specific computer skills needed and used by both faculty and students. It does indicate a need for faculty to become more skilled themselves to facilitate the development of informatics and computer skills for their students.

McDowell & Ma (2007) specifically explored computer competency in baccalaureate nursing students at one university in the U.S. mid-Atlantic region from 1997 to 2005 by surveying 411 students on admission and 429 students on graduation. They also explored global categories of microcomputer use, keyboard skills, word processing, spreadsheet experience, database use, email, World Wide Web, bibliographic database search, computerized statistical programs, and presentation packages, but did not report on specific items within these categories.

They found that baccalaureate nursing students were not adequately prepared to effectively use technology and according to student self-reports, competencies did not increase during their course work in spreadsheet experience, database search, or the use of statistical
programs. These are broad categories requiring many computer skills; however, the specific computer knowledge and competencies needed for both faculty and students were not identified in this study.

Jiang, Chen, & Chen (2004) examined seven overall domains as well as 100 specific computer competencies for nursing students by surveying 29 experts from nursing-related institutions in Taiwan to ascertain which specific competencies should be developed. In the seven domains, they found that attitudes toward the computer and principles of computer applications were most important, whereas program design and the concepts of hardware, software, and network were least important. In the competency domain of skills in computer usage (which ranked fifth in importance out of the seven domains), the most important skill identified was the ability to use the word processor. Other skills of statistical significance related to Education included spreadsheet programs, presentation editing software, management of files, use of peripherals, and use of clinical information systems. Because these experts were identifying skills for the nursing profession overall, specific competencies for students to be successful in a nursing program were not identified.
Mona Pearl (2011) a study conducted on Computer Competency: A 7-Year Study to Identify Gaps in Student Computer Skills. Computer competency is crucial to student success in higher Education. Assessment of student knowledge related to specific computer competencies can provide faculty with important information about the strengths and weaknesses of their students’ computer competency skills. Results indicated that the competency of students increased with each successive group of students. Results also showed that there were significant differences in computer competency levels between the RN and traditional student groups. Competency varied across technological functions, with students having the lowest competency levels in the Data Inquiry competency dimension.

2.04 STUDIES CONDUCTED ON SELF-ESTEEM

Self-esteem is recognized today to be an important factor that affects human behaviour. The concept of self-esteem has profound practical significance for both school children and teachers. The developmental and motivational aspects of self-esteem are integral parts of psychological research; Studies have been extensively undertaken in different parts of the world. Some of the studies made are reviewed briefly.
Bachman and O’Malley (1977) conducted a study and have reported that significant correlation exists between self-esteem and Educational achievement during high school level. It was also found that such a relationship could not be found at later stages of development. Sweet and Burbach (1977) made an investigation and have found that self-esteem enhancement could lead to improvement in academic achievement.

Eldridge et. al., (1977) conducted an investigation with 211 children aged between 8 and 12 years and concluded that teacher’s commitment to the process of self-esteem enhancement is an important factor.

Doherty (1980) attempted to find out the relationship between self-esteem and social intelligence in a group of student teachers. The subjects of this research were 75 men and 99 women of training students. The findings of self-esteem tended to experience more psychosomatic symptoms and possessed a more unstable self-concept. Students with low self-esteem seemed to experience a higher degree of stress while teaching; they seemed to encounter more emotional problems stemming from teaching practice and were less successful in the academic components.
A study was undertaken by Kumari (1981) to analyse self-esteem and aspiration as factors affecting risk-taking behaviour among deviant adolescents. The sample consisted of 360 girls belonging to different levels of aspiration, behavioural deviants and self-esteem. A self-esteem inventory by Prasad and Thakur was used to measure self-esteem. The major findings of the study were: i) for taking more risk, it was essential to have high aspiration and positive or moderate self-esteem and ii) deviance, self-esteem and aspiration independently and simultaneously affected risk taking behaviour.

Thomas and Sanandaraj (1982) attempted to find out the relationship between self-esteem and social intelligence. The subjects for the study comprised of 196 boys and 174 girls of ninth grade students studying in various schools. A twenty five item self-esteem inventory developed by Thomas and Sanandaraj (1982) was used for measuring the level of self-esteem. The overall marks obtained by the students in various subjects were used as indices for academic achievement. The results indicate that low self-esteem tends to be associated with poor intelligence while high self-esteem tends to be associated with high intelligence.
Tasking (1986) conducted a study on sex differences in the effect of academic achievement on self-esteem. The findings of the study revealed that males had a higher mean score on self-esteem than females. Self-esteem of male subjects was susceptible to the influence of academic achievement, but the same was not true for their female counterparts.

Gurney (1987) tried to enhance self-esteem in school children by experimental means in the form of intervention through: (i) areas of the curriculum; (ii) special classroom procedures and (iii) changes in teacher behaviour. It was concluded that the enhancement of pupil’s self-esteem should be of vital concern to every teacher and it is as important as intervening to improve academic achievement.

Mohan Anand (1988), studied scholastic achievement as related to self-esteem, feeling of security, depression and test anxiety found that there is a strong relationship between scholastic achievement and self-esteem and there is no relationship between self-esteem and depression.

Bunish (1989) made an attempt to analyze group counseling to reduce disruptive behaviour and enhance the self-esteem of eighth grade students. The results suggest that a group counselling programme combined with increased parental involvement can help to reduce the
number of referrals for maladaptive behaviour, reduce the number of unsatisfactory grades caused by poor work and social habits, improve the student’s self-esteem and enhance the students’ academic achievement.

**Fancel (1989)** examined the effects of role strains and perceived competence on self-esteem and school performance. The sample of the study was 120 middle school students. The findings of the study showed that self-esteem and grade point average were significantly predicted by both strain magnitude and competence. Results also pointed out the importance of early adolescents’ perceptions of competence in academic and social domains and a positive sense of general self-esteem.

**Rosenberg et. al., (1989)** attempted to explore the relationship between self-esteem and juvenile delinquency, poor school performance and psychological depression. Some of the major findings of this study were: (i) low self-esteem fosters delinquency, which may enhance self-esteem; (ii) school performance affects self-esteem and (iii) self-esteem and depression are bi-directionally and casually related.
Skaalvik (1990) investigated 575, 10th grade students; attributions of their perceived general results in school and how attributions of perceived results related to self-esteem. The results of the study revealed that self-esteem varied significantly with attributions for students who perceive themselves to achieve poorly in school, but not for students who perceived themselves to achieve well.

Katiga and Maja (1990) examined the development trends in the self-esteem of adolescents. Three hundred and ninety nine students served as subjects of the study and they were divided into 3 age groups (13.4, 15.5 and 17.5 years). The analysis indicated that adolescents differed in their self-esteem with regard to sex and age in favour of girls and younger adolescents.

Sagan, (1990) found psychological factors, including self-esteem, have a greater impact on health than drugs, new medical procedures, and high – tech equipment of modern medicine. The healthiest person today is one with self-esteem and a sense of personal control. The results also showed that those who feel good about themselves are less susceptible to not only psychosomatic illness but also more resistant to disease like cancer.
Battle (1990) – in his research studies confirms the relationship between depression and low self-esteem in adolescents.

Hoge- Dean -R (1990) conducted a study to find out the work school experiences predicting changes in self-esteem of sixth and seventh grade students. It was conducted on 322 students. The major finding was that the sixth and seven grade school experience do affect self-esteem although the impact varied from year to year and discipline to discipline. Over all climate and teacher feedback influence academic and global Self-esteem.

Nisha (1991) examined adolescent alienation in relation to Personality values, adjustment, self-esteem and academic achievement. 
"The tools used are Bell's adjustment inventory and Rosenberg's Self-esteem scale. The major findings were: Adolescent high on Alienation differed significantly from those who were low on alienation on the score of all dimension of personality value, income, social emotional and total adjustment and self- esteem. Adolescents of 16 to 17 Years high on alienation differed significantly from those low on time Adjustment values and adjustment.
An investigation was made by Marsh (1991) to examine academic growth, self-esteem, locus of control and Educational aspirations of students studying either in public or catholic (Single sex and coEducation) high schools. The findings of the study showed that significant difference was found in academic growth in favour of catholic school students. But no significant difference was found in affective variables such as self-esteem, locus of control and Educational aspiration.

An attempt was made by Liu, Kaplan and Risser (1992) to find out the relationship between academic achievement: and general self-esteem of 242 students. Results confirmed that general self-esteem influenced academic achievement. However, contrary to the above reports there are a few studies which have not shown the definite influence of self-esteem upon academic achievement.

Munson - Wayne -W (1992) in his work self-esteem, vocational identity and carrier silence in high school students. Results indicated that high self-esteem students scored significantly higher then low self-esteem students in vocational identity and carrier silence in school and home or family roles but did not differ on work, community or leisure roles.
Sudha and Lakamma (1994) investigated certain communication standards of urban and rural students in relation to self-esteem and socio-economic status. The sample of the study was 200 students of standard X of rural and urban schools of Bangalore Districts. The results indicated that self-esteem and socio-economic status did not affect the assertive communication of students which significantly differed from one another.

Sujaritha (1995) found out the effect of life skills training programme on the self-esteem assertive behaviour and academic performance of higher secondary students. The sample consisted of 59 students (33 girls and 26 boys) of 11th standard. The following conclusion was made from the study. Life skills training programme was effective in enhancing self-esteem of the students and improving their study skills academic performance. The students to cope well with Problems in the different areas of life gained in the self-esteem and assertive behaviour.

Cashwell and Craig (1995) investigated the relationship between family cohesion, family adaptability, student's satisfaction with family and Self-esteem among in 619 middle school students. Analysis indicates that within the specified model, family satisfaction was the strongest predictor of students self-esteem and that eight grade student reported a
significantly lower level of family cohesion and family satisfaction than did sixth grade student.

**Karunanidhi et. al., (1996)** conducted a study on perceived problem and gender difference in relation to self-esteem among adolescent aged 14 to 16 years. The Mooney Problem checklist and Self-esteem scale were administered to 179 adolescent boys and girls. A multivariable analysis carried out the effect of gender and perceived problems on self-esteem among the adolescents. Results indicated that girls Perceived less number of problems and higher levels of self-esteem than boys. Moreover both 'Boys and girls have scored high on global self-esteem and low on Physical self-esteem. Overall of self-esteem was found to be high for Girls than for boys and a significant relationship between perceived Problem and self-esteem was found.

**Doherty and Parker (1997),** studied the effect of certain selected variables upon self-esteem. In this study 157 student teachers were used as subjects. The results of the study indicated that there is a significant positive correlation between extraversion, neuroticism scores and self-esteem scores.
L – fang Zhang and Gerard A. Pastiglione, (2000) investigated the relationship between thinking styles, self-esteem and socio-economic status of adults and found that when age was controlled, thinking styles, self-esteem overlaps. Further those who reported higher self-esteem tend to be from higher SES families.

Constantans Christou, George Phillipou and Maria Eliophotou Memon, Department of Education, University of Cyprus (2005) presented an article that studied the relationship between pre service teacher's general Self-Esteem and mathematics achievement. A structural equation model was used to examine the paths for mathematics achievement to general self-esteem and vice versa which showed the results as there is good relationship between teacher's self-esteem and their achievement in mathematics.

Babu M, Sameer (2007) investigated the relationship between self-esteem and emotional intelligence among B.Ed Trainees of Tsunami affected coastal belt of Alappay Districts of Kerala. The results of the study revealed that there is no significant difference among students based on stream of study, marital status and expect in the comparison of them in their self-esteem based on age.
2.05 STUDIES CONDUCTED ON SOCIAL INTELLIGENCE

Gresham and Elliot (1984) find “Socially acceptable learned behaviors that enable a person to interact effectively with others and avoid socially unacceptable response. Knowledge informants are used to capture an overall picture of how the child is perceived by teacher and parents and a self-rating form is available for children in grades 3-12 (when a child has the ability to comprehend the questions).

Cantor and Kihlstrom (1987) in their study social intelligence is specifically geared to solving the problems of social life and particular managing the life tasks, current concerns or personal projects which the person selects for him or herself or which other people imposed on him or aside.

Gresham and Elliott, (1990), they studied the social skilling System (SSRS) instruments for multi-ratter - approach to identify I behaviors that can affect relationships (Peer and teacher - students), peer acceptance, and academic performance.

Greenspan (1997), Proposed a hierarchical model of social intelligence, in which social intelligence consists of 3 components, social sensitivity, Social Insight and social communication.
Hack Worth, Carla A, (2001), in his Ph.D., Thesis, “Understanding and managing other”, the impact of social intelligence on social influence reveals the relevance the relevance of social intelligence to social influence. Consistent with but extending past research, recognizing situational influences i.e., discriminative facility is associated with effective social interactions. In particular, individuals high in discriminative facility demonstrated greater flexibility when considering influence tactics than individuals low in discriminative facility.

Andre on (2006) in his study on social preference, perceived popularity and social intelligence relation to overt and rotational aggression, revealed that the social intelligence is a predictor of aggression. Social intelligence evaluated only with respect to the domains and contexts in which it is exhibited and the life tasks if is designed to serve and even in his case "Adequacy" cannot be judged from the viewpoint of the subject whose life task are in play.

Liff, S.B. (2007) revealed in his article "Social and Emotional Intelligence applications for developmental Education" the very real, if relationship between Social and Emotional Intelligence and success in college. Students' needs and capacities to address those needs are the focus. Six components of the social and Emotional Intellectual paradigm,
gleaned from the literature and merged with the voices of college educators, are reviewed and pragmatically applied to campus life and learning. Traditionally not a pedagogic focused of higher Education beyond a variety of developmental enhancements it will be shown now sensitivities and learning within the effective domain are strongly linked to the efficacy of a successful collegiate experience for all students.

The study supports Mar jut (2007), Mundie (2006) and Andre on (2006) at a great extent Kaikiainen (2007) revealed a significant correlation between social Intelligence and victimization, but the present study proves it of changing according to certain variable like gender.

Benoit Hardy - Vallee (2008), as schools are structured today very few of these skills, critical for survival in the real world, are allowed to develop. Because we so limit the development of the skills of "natural psychologist" in traditional schools our students as graduates, enter the job market handicapped to the point of being incapable of surviving on their own. In contrast those students that have had an ability to develop their skills as a "natural psychologist" in multi-age classrooms and at democratic settings rise head and shoulders over their less socially skilled peers. They have a good sense of self, know what they want out of life and have the skills necessary to begin their quest. So social
intelligence was a critical factor in the expansions of brain size - there is a co-evolution between social and cognitive complexity.

**Piaget's, (2010)** leans more to theory that intelligence is not a fixed attribute but a complex hierarchy of information-processing skills underlying an adaptive equilibrium between the individual and the environment.

**Raymond H, (2010)** Educational researcher Hartjen asserts that expanded opportunities for social interaction enhance intelligence. [Citation needed] Traditional classrooms do not permit the interaction of complex social behaviour. Instead children in traditional settings are treated as learners who must be infused with more and more complex forms of information. Few Educational leaders he adduces have taken this position as a starting point to develop a school environment where social interaction could flourish. If we follow this line of thinking then children must have an opportunity for continuous every day interpersonal experiences in order to develop a keen well developed 'inter-personal psychology'.

**Sembiyan, R, (2012),** analyzed that there are 30 abilities involved in social intelligence as specified by structure of intellect (Social Intelligence) theory, six abilities for dealing with different products of
information within each of the five operation categories. "A study on social intelligence as related to mental health. This study reveals that there is a significant correlation between measure of mental health and social intelligence.

**Ross Honeywill, (2012)** Social scientist 1 believes social intelligence is an aggregated measure of self and social awareness, evolved social beliefs and attitudes, and a capacity and appetite to manage complex social change. A person with a high social intelligence quotient (SQ) is no better or worse than someone with a low SQ, they just have afferent attitudes, hopes, interests and desires.

**Adilogullari, Ilhan (2011)** A study observed that the Teachers Level of Emotional Intelligence Some of the Demographic Variables for Investigation. The study aims to examine the level of emotional intelligence of some of the demographic variables of the teachers working in the province of Gaziantep. Acar (2002) adapted to Turkish by Bar-On Emotional Intelligence Ability Scale 5-item scale used in grading and answered 87. The study evaluated data; descriptive statistical methods (frequency, percentage, mean, standard deviation) were used. If more than two group comparisons of parameters between the groups one-way ANOVA and Turkey test were used for the determination of the group
that is causing the difference. Emotional Intelligence scale, the overall confidence level was found to be 0.834. Total of 340 teachers participated in the study who served in the center of Gaziantep. This is 55.9% of teachers to 190 teachers in primary, 44.1% and 150 teachers are working at the high school. Teachers' mean levels of emotional intelligence the middle level was 3.28. Teachers' monthly income and significant differences in the levels of postgraduate training according to the variables of emotional intelligence have emerged. Teachers' emotional intelligence levels of age, gender, marital status variables did not show any significant change in. Emotional intelligence includes, interpersonal relations, stress management, understanding own feelings and understanding other people's feelings, adaptation to the conditions and environment capabilities. In this respect, emotional intelligence is of great importance. Emotional intelligence skills are advanced and senior teachers are expected to be peaceful and productive social life and work environment a happier.

Jonsson, et al., (2012) a had study conducted on Teachers' Implicit Theories of Intelligence: Influences from Different Disciplines and Scientific Theories. A sample of 226 Swedish high school teachers from various knowledge domains completed self-report measures of intelligence regarding implicit theories and scientific theories of
intelligence. A mixed ANOVA showed that teachers from language, social science and practical disciplines had a significant preference for an incremental theory of intelligence compared to an entity theory of intelligence whilst the teachers in mathematics did not. One of the conclusions was that entity theories of intelligence may be more pronounced among teachers in mathematics. Second there is a significant relation between naive beliefs in intelligence as fixed and inborn, entity theories, and the scientific g-factor theory. Last, it was the oldest and most experienced and youngest and least experienced teachers who preferred an entity theory of intelligence the most.

Jimenez-Morales, M. Isabel; Lopez-Zafra, Esther (2013) A study conducted on The Impact of Students' Perceived Emotional Intelligence, Social Attitudes and Teacher Expectations on Academic Performance. The aim of this study is to analyze the role that Perceived Emotional Intelligence and social competences have on academic performance. Furthermore, we analyze the role of teacher’s expectancies on performance in secondary school students. Method: One hundred ninety three students (50.7% male and 49.3 % female) from the first and second cycle of secondary school ("M" = 14.1 years; "DT" = 1.39; range from 11 to 16 years old), completed a self-report evaluating Perceived Emotional Intelligence (TMMS-24), and Social Attitudes (AECS). Academic
performance was assessed by individual marks and an ad hoc Likert scale that comprised different behaviour indices assessed teachers' expectancies about performance. Results: Our results show that prosocial attitudes predicted positively and significantly, not only students' academic performance but Perceived Emotional Intelligence (PEI) as well. Teachers' expectancies also play an important role in this prediction. Discussion: Our study reflects that social behavior impacts academic performance. Furthermore, other variables as perceived emotional intelligence and teacher's expectancies have an important role. The implications of these results on education are discussed.

McQuade, Joan (2013) a study observed that The Social Intelligence of Principals: Links to Teachers' Continuous Improvement. Despite multiple efforts to reform 21st education to better meet the needs of all students, school improvement successes have been sporadic and debatable. Research suggests that significant improvement lies within the purview of teachers and principals, and this current research provided the underpinnings for the study. Based on neuroscience research and the continuous improvement concept, I examined linkages between principals' social intelligence and teachers' continuous improvement. Using a mixed method sequential explanatory research approach, the study consisted of four phases that employed both
quantitative and qualitative measures. Massachusetts' principals (127) and teachers (331) were contacted by email to participate in the study. Participation unfolded in the following manner based on the four phases: (a) Phase One: 34 principals and 47 teachers, (b) Phase Two: 22 principals and 20 teachers, (c) Phase Three: 9 principals and 5 teachers, and (d) Phase Four: 4 principals and 41 teachers. The data analysis generated four categories of key findings: "Educational Leadership Behavior," "School Culture," "Principals' Body Language," and "Similar and Dissimilar Perceptions of Teachers and Principals." Overall, these findings demonstrated that both principals and teachers view social intelligence critical to educational leadership and teachers' improvement. Specific field recommendations were delineated for principals, superintendents, teachers, and higher education institutions. Future research recommendations suggested further study of social intelligence and possible linkages to (a) gender differences, and (b) motivation linked to personality traits to expand the leadership capacity of principals.
2.06 THEORETICAL FRAMEWORK

The investigator has taken efforts to organize the studies related to private as well as government college B.Ed., trainees computer competency and the factors that determine the level, namely gender, subject specialization, qualification, parental qualification, parental annual income, location of their residence whether rural or urban. Some of the authors identify the self – esteem as the most affecting factor in the B.Ed., trainees’ computer competency level, where as some authors indicated the personal traits of the trainees show a marked difference in the level of computer competency among the B.Ed., trainees.

A number of authors pointed out that the B.Ed., trainees who have greater level of computer competency have a higher level of performance in teaching. The review underlines the significant role of the factors like self esteem, gender, subject in determining the level of computer competency and social intelligence. The review provides information of what types of work has already been done in the field and these tries to indicate the essential need of research in this particular field. Various studies mentioned in the review of literature gave a clear idea to the researcher about the research word. And these contributed to greatest extent in selecting the area if research, finalizing the title and also gave direction in framing the objectives and hypotheses.
2.07 CONCLUSION

The survey of these related literature helped the investigator to have a clear perspective about the problem chosen for the present investigation and to formulate the relevant hypotheses. Further, based on this review, a suitable methodology and a well planned data collection procedure were followed and the analysis of the data and interpretation of the data in order to arrive at the hypothesis were identified. The review opened the vision of the researcher to have a close look at the relevant works which gave the inspiration necessary to engage the study.