CHAPTER - II

REVIEW OF RELATED STUDIES

2.1. INTRODUCTION

Review of related studies assumes a significant role in choosing a problem and to confirm that it has not been repeated elsewhere; further the review of literature helps in critically examining the tools and statistics involved in those studies. Thus all those studies which assist in designing the new study are called related literature. It includes all those research studies, journals, published and unpublished research reports and books directly or indirectly related to present study. A number of questions like where to pay more attention? Which problem to be focused? What is the nature of problem? etc., will be clear only when we study more and more old and related studies.

John W. Best (1992) opines,” A brief summary of previous research and the writings of recognized experts provide evidence that the researcher is familiar with what is already known and what is still unknown and untested”. In the beginning the problem may look new and general but after going through the related studies, the area of the search may narrow down and limit will be demarcated. Bhattacharya (2009) says, “Choose a topic with specifications so that the reference will be available in countable books or studies and avoid topics of general nature which may need more references”.

2.1.1 Need for Review of Related Studies

Reviewing the related literature helps the researcher to
i) Prevent duplicating work that has been done before
ii) Know what others have learnt and report about the problem
iii) Become more familiar with the various types of methodologies
iv) Get good background knowledge about the problem and why research is needed in that area. (Vijayalakshmi & Sivapragasm, 2009)
2.2 STUDIES RELATED TO EMOTIONAL INTELLIGENCE

Bissessar and Charmaine senta Geeta (2008) conducted a study on emotional intelligence, extrinsic and intrinsic motivation as measurement of student’s transformational leadership. Findings showed that no significant relationship existed between 145 college students’ use of emotional intelligence and their intrinsic motivation. However, a significant relationship did exist between 145 college students’ use of emotional intelligence and their extrinsic motivation and a significant correlation existed among college students’ use of emotional intelligence, extrinsic motivation and intrinsic motivation as predictors.

Bumphus and Aileen Thompson (2008) conducted a study on emotional intelligence and resilience of school leaders: An investigation into leadership behaviours. Findings indicated that there was a significant positive relationship found between self-reported emotional intelligence and resilience among school principals. When school leadership was entered into this model of significance, leadership played a significantly positive role in the relationship between emotional intelligence and resilience among school principals. Strong relationship was found among the principals self perception of leadership and the intrapersonal leadership.

Martin and Cynthia Marie (2008) conducted a study on Meta investigation of the relationship between emotional intelligence and leadership effectiveness. The objective is to ascertain if a consistent research-based link can be established between the concept of emotional intelligence and affective leadership. Using a random effect model, a moderately strong relationship revealed between emotional intelligence shares with leadership effectiveness.

Pushing, Batfowl and Singh, Mridula (2008) studied on emotional intelligence and use of coping strategies. The purpose of the study was to understand how people with different degree of emotional intelligence vary in use of coping strategies. The relationship of emotional intelligence with coping strategies was examined in adults. The results revealed that the mean scores on problem solving, distraction positive and acceptance strategies showed that the subjects with high levels of emotional intelligence used these strategies more than those with low levels of it.
Thomas Alexander (2008) conducted a study on impact of emotional intelligence, study skills and aspiration of the problem students of higher secondary classes on their scholastic performance. The findings showed that male students were better than female students in their self-awareness, self-management, social awareness, and relationship management and emotional intelligence and there was significant difference among problem students of the government, aided and matric schools in their self-awareness, self-management and emotional intelligence.

Sameer Babu (2008) conducted a study on emotional intelligence of secondary school students and its effect on social science achievement. Findings revealed that there was a good level of emotional intelligence among secondary school students and the study invited the attention of teachers towards the implementation of more problem based methods of teaching inside the class so as to develop the emotional competencies of students and there by their academic and ultimate life success.

Dubey and Ruchi (2008) conducted a study on relationship between emotional intelligence and achievement among undergraduate students. The findings indicated that the students of art and science stream differed significantly from one another on emotional intelligence. Arts stream students with high and low level of emotional intelligence had equal achievement. There was no significant relationship between emotional intelligence and achievement among arts and science stream students. There was no relationship between emotional intelligence and achievement in various subjects.

Gupta (2009) conducted a study on emotional intelligence of senior secondary students in relation to their reasoning ability. The findings revealed that there was positive relationship between emotional intelligence and reasoning ability of senior secondary students and there were no significant difference found between male and female senior secondary students in their emotional intelligence.

Singh and Kumar (2009) made a comparative study on emotional intelligence of in-service and pre-service trainee teachers. The findings showed that the emotional intelligence was found significantly different in trainee teachers of pre-service training programme (B.Ed. Regular) and in-service training programme (B.Ed. Distance mode), which means that mode of training had a significant relationship with emotional
intelligence and on all of the aspects of emotional intelligence, mean scores of trainee teachers of pre-service training programme (B.Ed. Regular) and in-service training programme (B.Ed. Distance mode) were significantly different.

Indu (2009) conducted a study on emotional intelligence of secondary teacher trainees. Findings revealed that majority of teacher trainees of Coimbatore district possess average emotional intelligence. It was seen from the results that male and female teacher trainees did not differ in their emotional intelligence. There was no significant difference between the emotional intelligence of teacher trainees based on the sub-samples type of family and type of institution.

Wendorf-Heldf and Karen Kay (2009) conducted a study on emotional intelligence, the link to school leadership practices that increase student achievement. Results of the study indicated that there was a strong, positive correlation between emotional intelligence and research based school leadership practices and that the development of emotional intelligence was influenced by identifiable and replicable factors. Therefore it was reasonable to conclude that districts that make an intentional effort to create awareness of emotional intelligence develop and retain emotionally intelligent school leadership and reach their organizational goals to increase the academic achievement of all students.

David John (2009) conducted a study on the relationship between emotional and social competence of math instructors and math anxiety level of adult students enrolled in college mathematics course. Findings revealed that perceptions of maths instructor’s emotional and social competence behaviour influenced adult students’ level of math anxiety. Both perceptions produced significant, negative correlations in the overall emotional and social competence behaviour of math instructors.

Sobha (2009) conducted a study on effect of self-esteem, stress and emotional intelligence on academic achievement of tenth standard students in southern districts of Tamil Nadu. Findings showed that there was significant positive relationship between self-esteem and academic achievement of tenth standard students in southern districts of Tamil Nadu. There was significant negative relationship found between stress and academic achievement of tenth standard students in southern districts of Tamil Nadu.
There was significant positive relationship between emotional intelligence and academic achievement of tenth standard students in southern districts.

Vasimalairaja (2009) conducted a study on influence of emotional intelligence, self-efficacy and reflectiveness on academic achievement of high school students. The findings revealed that there was no significant relationship between emotional intelligence and academic achievement, self-efficacy and academic achievement but there was significant relationship between reflectiveness and academic achievement of high school students. There was significant influence of emotional intelligence and academic achievement of the high school students.

Basu (2010) carried out a study on emotional intelligence and teacher effectiveness of secondary school teachers. The findings showed that the emotional intelligence of secondary school teachers varied significantly and the teacher effectiveness of secondary school teachers differed significantly when gender was taken into consideration. Emotional intelligence of secondary school teachers was significantly positively correlated with their teacher effectiveness.

Gerald and Grant Ronald (2010) conducted a study on effects of emotional intelligence on teachers’ retention. This mixed methods explanatory design study focused on determining the emotional intelligence of principals affected the retention of new teachers. Results indicated that there was not a statistically significant relationship between emotional intelligent and teacher retention.

Indu and Nishakumari (2010) made a study on emotional intelligence of college students. The findings showed that there was no significant difference between the emotional intelligence of male and female college students. It was found that postgraduate students were emotionally intelligent than the undergraduate students. There was no significant difference in the total emotional intelligence of arts, science and commerce students, but there was significant difference in the dimensions like inter-personal skill and adaptability.

Jadhav and Patil (2010) conducted a study on emotional intelligence among student teachers in relation to general intelligence and academic achievement. The result showed that there was no significant relationship between emotional intelligence
and general intelligence of student teachers and there was no significant relationship between emotional intelligence and academic achievement of student teachers.

Petersen, et al., (2010) conducted a study on the relationship between emotional intelligent and middle school students with learning disabilities. The purpose of the study was to investigate the relationship between emotional intelligent and academic success in middle school students with learning disabilities. Results showed that students who scored average to above average on a measure of emotional intelligent scored significantly higher on language arts grades. The students’ level of emotional intelligence demonstrated several relationships with their academic success.

Sahayamary and Samuel (2010) investigated on influence of emotional intelligence on attitude towards teaching among student-teachers. The findings suggested that the student teachers had attitude towards teaching and their emotional intelligence was found to be satisfactory. There was significant difference between male and female student teachers community, influence of others and attitude towards teaching and there was significant relationship between the attitude towards teaching and emotional intelligence.

ChamanKak, Sharma and Sharma (2011) conducted a study on emotional intelligence of scheduled caste students in relation to self concept. Findings suggested that the level of expectation regarding achievement and aspiration was similar for the male scheduled caste students having high and low emotional intelligence. The level of confidence was similar for the male scheduled caste students having high and low emotional intelligence. The inferiority feelings were similar for the male scheduled caste students having high and low emotional intelligence. The emotional instability was much higher than for the male schedule caste students having low emotional intelligence than for the male students of the same caste and the same grade but having high emotional intelligence.

Jyotika Gupta (2011) conducted a study on depression, role of emotional intelligence and intelligence among adolescent girls. Depression was studied as dependent variable while emotional intelligence and intelligence were studied as independent variables. Findings were adolescent girls with low level of emotional intelligence, self-awareness, motivation were more in depression as compared to girls
with high level of emotional intelligence, self-awareness, and motivation. The results showed that adolescent girls with low intelligence were more prone to depression as compared to adolescent girls with high intelligence.

Mittal (2011) made a study on emotional intelligence of teacher-trainees in relation to anxiety. The findings revealed significant relationship between emotional intelligence and anxiety of teacher trainees. Emotional intelligence and anxiety were dependent on each other; male and female teacher-trainees did not differ significantly in their emotional intelligence, and there were no significant differences in the emotional intelligence of teacher-trainees belonging to arts and science streams while significant differences existed in the emotional intelligence of teacher-trainees belonging to high and low levels of anxiety.

Ponni (2011) made a study on emotional intelligence of the secondary school teachers towards teaching profession. The findings showed that younger secondary school teachers were more emotionally intelligent than the older secondary school teachers. Male and female secondary school teachers did not differ significantly from one another in their emotional intelligence. There was significant difference among the secondary school teachers in their emotional intelligence belonging to different types of school.

Poornima and Reddy (2011) investigated on emotional intelligence and occupational stress of special teachers working in the schools for hearing-impaired children. The findings suggested that there was no significant relationship between the dimensions of emotional intelligence and the dimensions of occupational stress of special education teachers working in the schools for hearing-impaired children.

Samhit Padhi and Jyoti Varma (2011) conducted a study on effectiveness of secondary school teachers in relation to emotional intelligence and life satisfaction. Findings revealed that government and private, urban and rural schools teachers had equal level of teacher effectiveness, emotional intelligence and life satisfaction. There was a positive relationship between teacher effectiveness and emotional intelligence of secondary school teachers. There was a positive relationship between teacher effectiveness and emotional intelligence of secondary school teachers. There was a significant relationship between teacher effectiveness and life satisfaction of secondary
school teachers and there was significant association between levels of teacher effectiveness.

Santhosh Kumar (2011) investigated on effect of cognitive style on emotional intelligence of higher secondary school students. The findings revealed that the mean score of emotional intelligence of science students was more than their humanities counterparts and the mean score of emotional intelligence of boys was higher than the girls. There was no significant gender wise difference on emotional intelligence and gender wise difference on cognitive style was significant. There was significant relation found between the variables of cognitive style and emotional intelligence.

Subramanyam (2011) conducted a study on impact of emotional intelligence and study skills of high school students. Findings indicated that there was significant difference between boys and girls with regard to their emotional intelligence. There was no significant difference between boys and girls with regard to their study skills.

Celine Pereira and Anu (2012) conducted an explorative study on emotional intelligence of primary school students. The study explored the fact that emotional intelligence of primary school students varies in accordance with gender, locate, economic status, type of family, literacy of parents and type and native of the schools.

Deepa (2012) conducted a study on influence of emotional intelligence and thinking styles on decision-making of distance education B.Ed students. The findings showed that there was no significant difference among Tirunelveli, Tuticorin and Kanyakumari districts in their self-management and emotional intelligence and Tuticorin district students were better than Tirunelveli and Kanyakumari district students in decision-making.

Joshith (2012) investigated on emotional intelligence as a tool for innovative teaching. The findings of the study explored that the emotional intelligence based instructional package (EIBIP) could significantly enhance emotional intelligence of prospective teachers when pre-emotional intelligence was considered as covariate. The adjusted mean scores of emotional intelligence of experimental group and control group differ significantly. There was increase in the percentage of commonness between emotional intelligence and teaching competency.
Kumar et al. (2012) carried out a study on the relationship between emotional intelligence and students’ attitude towards computers among polytechnic engineering students. The findings revealed that there was no significant difference between the groups of male and female in their overall levels of emotional intelligence. The relationship between emotional intelligence and attitude towards computer was positive, weak and non significant. The male students were reported to have an overall positive non significant relationship between emotional intelligence and attitude towards computers.

Madankar (2012) investigated on relationship between emotional intelligence and attitude towards training programmes of DIET among teacher trainees. The findings revealed that there was a positive significant relationship between emotional intelligence and attitude towards training programmes among boys’ teacher trainees. There prevailed positive significant relationship between emotional intelligence and attitude towards training programmes among arts teacher trainees as well as science teacher trainees.

Martin (2012) conducted a study on evaluation of object oriented programming skills of students with respect to Trait Emotional Intelligence (TEI) based on student’s performance. The main purpose of this study was to attain insight on how will a student perform based on the Trait Emotional Intelligence (TEI) and the students programming skills. The association was found that male students from rural areas with self control, sociability and well being were awarded high in their programming skills whereas the female students who were with sociability achieved first class in their programming skills.

Ramesh (2012) made a study on emotional intelligence of B.Ed. students of distance education mode in terms of their age. Findings suggested that the B.Ed. students of different age groups had moderate level self-awareness, self-management, social awareness, relationship management and emotional intelligence. The B.Ed. students belonging to the age group 26 to 30 found to have higher level of emotional intelligence than their counterparts and the B.Ed. students of different age groups did not differ in their emotional intelligence.
Saini (2012) conducted a study on self-efficacy in relation to emotional intelligence of senior secondary school students. The results showed that there was a positive significant correlation between emotional intelligence and self-efficacy. It was also found that female students were better than male students with regard to their self efficacy and emotional intelligence. Self efficacy was positively correlated with emotional intelligence of male and female students. Female students had more self efficacy and emotional intelligence than male students.

Sasanpour et al. (2012) investigated on the relationship between emotional intelligence, happiness and mental health in students of medical sciences of Isfahan University. The results showed that there was a positive and meaningful relation between emotional intelligence, happiness and mental health. Besides, students with high emotional intelligence had more happiness and mental health.

Sreenivasulu and Reddy (2012) conducted a study on teacher’s effectiveness in relation to mental health, stress and emotional intelligence. The findings of the study revealed that mental health had no significant impact on teacher’s effectiveness. However the teachers with high mental health were more effective than teachers with low mental health. Stress had significant impact on teacher’s effectiveness and emotional intelligence had significant impact on teacher’s effectiveness. Teachers with high emotional intelligence were more effective than the teachers with low emotional intelligence and there was significant interaction between stress and emotional intelligence on teachers effectiveness.

Danie and Annaraja (2012) conducted a study on emotional intelligence of prospective teachers. The findings of the study were there was no significant difference between male and female prospective teachers in their emotional intelligence. There was significant association between age of prospective teachers and their self-awareness and emotional intelligence.

Venkataraman (2012) conducted a study on judgement of students’ emotional actions in relation to their brain dominance. The findings showed that there was no difference between boys and girls of integrated-brain dominance in identifying various emotional actions from the photographs. They were equal in judgement of emotional actions and there was no difference between left and integrated-brain dominants in
identifying various facial expressions. Both the brain dominants were equal in identifying various facial expressions from photographs and there was difference between integrated and right-brain dominants. The right-brain dominants were better in judgement of facial actions.

Runcan and Iovu (2013) made a study on the mediating role of self-esteem and social support on emotional intelligence and life satisfaction in Romanian university students. The findings showed that the influence of emotional intelligence was not significant once it was adjusted for the set of mediators. When mediators completely mediated the effect of emotional intelligence on life satisfaction, emotional intelligence had a positive influence on self esteem and social support. Further indicated that students who felt adequate emotional competent displayed good global personal value and self acceptance.

Seyal and Afzaal (2013) investigated on relationship among emotional intelligence, organizational commitment and job satisfaction: evidence from academics in Brunei Darussalam. The findings showed that there was a significant correlation between the overall constructs of emotional intelligence, organizational commitment and job satisfaction. The study had found that emotional self awareness and emotional self management were related with the job satisfaction.

Naresh and Annaraja (2014) Emotional Intelligence of B.Ed. students in Anantapur and Kurnool Districts of Andhra pradesh. The findings of the study were female students were better than male students in their self-management, urban students were better than rural students in their self-awareness.

Irudhayamary (2014) investigated on emotional intelligence and quality of life among high school teachers. The findings indicated that there was no significant difference between male and female high school teachers in their emotional intelligence and its dimensions of self-awareness, self-management, social awareness and relationship management.

Aggarwal and Bhalla (2014) made a study on emotional intelligence of adolescents in relation to creativity. The findings showed that there was significant difference between adolescent boys and adolescent girls with high creativity in their emotional intelligence. There was significant difference between adolescent boys and
adolescent girls with low creativity in emotional intelligence and there existed significant correlation between emotional intelligence and creativity of adolescents.

Arya (2014) investigated on emotional intelligence of prospective teachers. The findings revealed that 52% of prospective teachers were found to have average level of emotional intelligence followed by 36% of prospective teachers with high level of emotional intelligence and 12% prospective teachers with high level of emotional intelligence. There was no significant difference between male and female prospective teachers in the level of emotional intelligence.

Basu (2014) conducted a study on emotional intelligence and mental health of secondary school teachers. The findings of the study showed that there was significant difference between the mean scores obtained by male and female secondary school teachers on mental health inventory. There was no significant difference between the mean scores of urban and rural secondary school teachers on mental health inventory. There existed a positive correlation between emotional intelligence and mental health of secondary school teachers.

Ghanadi and Ketabi (2014) made a study on the relationship between emotional intelligence and learners’ beliefs about language learning with Iranian advanced EFL learners in focus. The findings revealed that there was a significant and positive relationship between emotional intelligence and learners’ belief about language learning.

Balasaraswathi and Thomas Alexander (2014) conducted a study on Emotional Intelligence of Primary School Teacher Trainees. There was no significant difference between male and female primary school teachers trainees in their emotional intelligence, there was no significant difference among primary school teacher trainees of boys, girls and co-education institution in their emotional intelligence and its dimensions self-awareness, self-management, social awareness and relationship management.

Shalini Yadav (2014) made a comparative study on emotional intelligence and self concept of government and private school students. The findings showed that there was significant difference between the emotional intelligence of government and private school students. There was significant difference between government and
private schools students in their self concept. There was no significant difference between government school boys and girls in their emotional intelligence and there was no significant difference between government school boys and girls in their self concept.

Sharma and Ahuja (2014) conducted a study on emotional intelligence of management students. The findings of the study revealed that there was no significant difference among government, deemed and private university students in terms of emotional intelligence and there was a significant difference between general and reserved category students with regard to level of emotional intelligence.

Supardi (2014) conducted a study on demographic perspective of a comparative study of the teacher emotional intelligence at public senior high schools at Tangerang, Banten, Indonesia. The findings showed that there was a significant difference between male and female teacher emotional intelligence and the subthemes of self-awareness, self-management, social awareness and relationship management.

Ushalayaraj and Samuel (2014) carried out a study on emotional intelligence of B.Ed. teacher trainees. The findings confirmed that there was a significant difference among B.Ed. teacher trainees based on gender, type of management and type of college in their emotional intelligence.

Beena Florence and Amaladoss (2015) conducted a study on emotional intelligence and Academic Achievement of High School Students. The findings of the study were male students were better than female students in their emotional intelligence, there was significant difference among boys, girls and co-education high school students in their emotional intelligence, there was significant difference among government, aided and private high school students in their self-awareness.

Nimmiwren and Porgio (2015) conducted a study on Emotional Intelligence among B.Ed. trainees. The findings revealed that i) male trainees were better than female trainees in their intra personal awareness, intra personal, inter personal management and emotional intelligence ii) urban trainees were better than rural trainees in their intra personal, inter personal management and emotional intelligence.
Deepa Ghosh (2015) investigated on gender differences in emotional intelligence and self-concept of the tribal and non-tribal higher school students of Tripura. The present study planned to examine the relationship between emotional intelligence and self-concept. The sample comprised of 139 students (Male=69; Female=70). Among them 79 students were tribal and 60 students were non-tribal. Findings showed significant differences between the tribal and non-tribal students on overall emotional intelligence and self-concept. In case of boys and girls students gender difference was found on emotional intelligence. Results further revealed that there was significant relationship between emotional intelligence and self-concept.

Abdullah Maria Chong, et.al, (2015) examined the relationship between emotional intelligence and the delinquent behavior of the secondary school students in Selangor. The data showed that the highest delinquency among the adolescents was misbehavior in school, followed by crime, vandalism, pornography, dishonesty, and drugs. Results also revealed a negative linear relationship between emotional intelligence and delinquent behavior implying that adolescents with better emotional intelligence had lower levels of delinquency. Multiple regression analysis revealed that emotional intelligence was a significant predictor of delinquent behavior and self-awareness was the main factor of delinquent behavior.

Nikoletta Georgiou Taliadorou and Petros Pashiardis (2015) examined the role of emotional intelligence and political skill to educational leadership and their effects to teachers’ job satisfaction. The aim of the study was to examine whether emotional intelligence and political skill of school principals influence the way they exercise leadership and the job satisfaction of their teachers. Participants were 182 principals of Cyprus public elementary schools and 910 teachers. The findings indicated that, the emotional and political skill of school principals are related to the educational leadership styles they use and to teachers’ job satisfaction.

Arockiasamy and Veliappan (2017) conducted a study on emotional intelligence of high school teachers in relation to their gender and Marital Status. The findings of the study were there was no significant difference between male and female high school teachers in their professional orientation. There was significant difference between married and unmarried high school teachers in their emotional intelligence.
Avoodaiammal and Ramesh (2018) Brain Dominance and Emotional Intelligence of College Students in Tirunelveli, Madurai and Virudhunagar districts. The findings of the study were male students were better than female students in their self-awareness, self-management, social-awareness, relationship management and emotional intelligence.

2.3 STUDIES RELATED TO MODERNITY

Mishra (2005) conducted a study on attitudes towards modernization in relation to sex and socio-economic status. The aim of the study was to find out the modernization in relation to sex and socio-economic status of college students. The results of the study showed that there was no significant difference between male and female undergraduate students attitude towards modernization and there was a significant difference in the high and low SES students’ attitude towards modernization.

Broaded et al. (2007) conducted a study on Women, Men, and the Construction of Individual Modernity Scales in China Cross-Cultural Research. The research explored the applicability of individual modernity paradigm to women and men in the People's Republic of China. The investigator analyzed questionnaire data demonstrates that, for the Chinese male respondents, individual modernity scales could be constructed that were highly reliable and that were essentially the same in structure and content as the overall modernity scales created for the (exclusively male) respondents in the six non-socialist developing countries included in the original study. Also, despite some minor variations, there was a very high degree of similarity in the structure, content, and reliability of scales constructed independently for the male and female respondents. Finally, on the basis of these results, the authors constructed gender-neutral individual modernity scales based on the entire sample.

Harkness et al. (2007) conducted a study on Teachers' Ethno theories of the "Ideal Student" in Five Western Cultures. The study explored teachers' ethno theories of the "ideal student" in five western societies: Italy, The Netherlands, Poland, Spain, and the US. Quantitative and qualitative methods were used to derive culture-specific profiles of the "ideal student" as described by kindergarten and primary school teachers in semi-structured interviews (sample no’s = 12 to 21). Discriminant function analysis.
showed that teachers' descriptor profiles could be correctly assigned to their own cultural group in up to 94% of all cases. Qualitative analysis of the interviews suggested both shared themes (e.g. motivation, independence) and culturally specific understandings of their meaning and significance. Contrary to the prevalent focus on cognitive qualities emphasized by western educational assessment practices, teachers in all the samples talked more about the importance of social intelligence and self-regulation for success in school.

Pereira and Fatima (2009) conducted a study on Conceptions and Knowledge about Childhood in Initial Teacher Training: Changes in Recent Decades and Their Impact on Teacher Professionality, and on Schooling in Childhood. The study revealed at changes in the conceptions of childhood in recent decades, and their contribution to the understanding of the sociabilities and subjectivities that were moulded in school, and how these related to teachers' initial training. An overview of social changes in late modernity was given, and their impact on teacher professionalism and the conception of childhood considered. The major finding was the conceptions of childhood, expressed in or related to the initial training of teachers in the 1st Basic Education Cycle (CEB), in Portugal since April 1974.

Ruban and Annaraja (2009) conducted a study on relationship between modernity and temperament of higher secondary students. The main objective of the study was to find out the relationship between modernity and temperament of higher secondary students. Survey method was adopted in the study. Sample consisted of 330 higher secondary students. Findings of the study revealed that there was a significant relationship between modernity and temperament of higher secondary students.

Vijayakumar and Amalraj (2009) conducted a study on the attitude of B.Ed., students towards Social Change in Kaniyakumari district. The main aim of the study was to find out the association between B.Ed., students attitude towards social change. Survey method was adopted. Sample consisted of 300 B.Ed., students in college of education. Findings indicated that significant difference was found in attitude towards social change of B.Ed., students in terms of sex and age. There was a significant association between B.Ed., student’s attitude towards Social Change and their optional subjects.
Antonyraj and Annaraja (2010) conducted a study on modernity and attitude towards information and communication technology of the B.Ed., students. The main aim of the study was to find out the relationship between modernity and attitude towards information and communication technology of the B.Ed., students. Survey method was adopted. Sample consisted of 266 B.Ed., students in colleges of education. Findings indicated that positive relationship between modernity and attitude towards information and communication technology of the B.Ed., students.

Fung and Kai (2010) conducted a study on value framing cultural cognitive systems and cultural cognition: Exploring how media framing effect vary across and within cultures. The purpose of the study was to explore how the media framing effect may vary across and within cultural groups. Using the values of filial piety and press freedom as case studies, the investigators conducted a 2 (media frames: value frames vs. value-neutral frame) by 2 (monocultural individuals: Biging Chinese vs. Anglo-Americans) experiment. The results in the case study showed that, the media framing effect on responsibility attribution was likely to vary across whichever cultural meaning system was being applied for processing.

Howtte et al. (2010) conducted a study on the culture of futility and its impact on study culture in technical/vocational schools in Belgium. The main aim of the study was to find out culture of futility and its impact on study culture. The major finding was the school’s futility culture affected the students study involvement independent of their sense of futility. Finally, futility culture explained the association between school type and study involvement, and was responsible for less study oriented cultures in technical/vocational schools.

May and Josephine (2010) conducted a study on a Field of Desire: Visions of Education in Selected Australian Silent Films. The study considered the relationship between cinema, modernity and education in a small selection of Australian silent films. It argued that these silent film visions of education represented education as a field of desire. The silent cinema about schooling mirrored back at audiences, and attempted to allay, their desires (and anxieties) about the state of nation in the interwar period as well as concerns about the shifting gender boundaries exemplified by the young, unmarried and mobile female teacher.
Updegraff et al. (2010) conducted a study on exploring the role of culture and adolescence peer experiences. The main aim of the study was to find out the role of culture in adolescence peer experiences. The major findings revealed some evidences that parent and adolescence gender moderated the patterns, with mother’s (but not father’s) restrictions on peer relationships being associated with adolescence’s deviant peer affiliations and parents placing greater restriction on daughter’s than on son’s relationship when they had more frequent peer affiliations.

Altinyelken and Kosar (2011) conducted a study on Student-Centered Pedagogy in Turkey: Conceptualizations, Interpretations and Practices. The purpose of the study was to explore recent curricular reforms to advocate student-centered pedagogy (SCP) in primary schools in Turkey. By using a case study approach, the study examined teacher views on SCP, classroom practices and perceived challenges in implementation process. The study highlighted some of the unintended consequences of SCP in Turkey (such as parental over-involvement in performance and research assignments) and discussed a number of issues that seemed to interfere with teachers' efforts to implement SCP. The study suggested that instead of focusing on the "problematisation" of implementation process and, in particular, teachers, efforts should be made to develop and apply more structured alternative approaches. While considering promising pedagogical approaches elsewhere, such efforts should also draw more inspiration from Turkish educationalists and scholars in order to develop a more culturally responsive pedagogy, which better suited the social, economic and political realities of Turkish society.

Guzman and Maria (2011) conducted a study on Renaissance, Sharing, and Belonging: A Messy Language of Hope. The study’s purpose had been to examine in fresh terms the nexus of globalization, education, and citizenship. Participants came from diverse fields of research and practice; among them art education, comparative education, curriculum and teaching, language studies, philosophy of education, social studies, and technology. The investigator encouraged the reader to consider globalization as a "renaissance" and to embark on the task of rescuing the debris left by modernity to construct a language of hope. Using the rescued concept of hybridity, she foreshadows what might be an intergenerational offering as she reflected on education as sharing and citizenship as belonging. Conclusions and Recommendations was
proposed that a fresh look at hybridity could render a rich concept for constructing resistance to conformity and uniformity, and for renewing a commitment to a multicultural, multilingual, egalitarian, ecologically-sound, and democratic world.

Gyabak et al. (2011) conducted a study on Digital Storytelling in Bhutan: A Qualitative Examination of New Media Tools Used to Bridge the Digital Divide in a Rural Community School. The qualitative study examined the use of digital storytelling as an instructional intervention for bridging the digital divide among public school students in rural Bhutan. Primary participants for the study included elementary school children who had never been previously exposed to computer technology and were recipients of a donated classroom set of laptops. Results demonstrated how technology instruction and infrastructure inherently positioned ethical and cultural differences between researchers, education personnel, school children and their families. The use of English became an inadvertent gatekeeper for who was chosen to participate in the classroom laptop program. Another major finding examined how Bhutan's social awareness for "Gross National Happiness" was inherently juxtaposed in contrast to Western perceptions of modernity and progress.

Kass et al. (2011) conducted a study on Bedouin Special-Education Teachers as Agents of Social Change. The study probed the career motives of minority special-education teachers in the Bedouin Arab society of southern Israel. The results, obtained via in-depth interviews of teachers, showed that the teachers aspired to become agents of social change in three spheres: In the external sphere, they aimed for professional autonomy and independence within the Israeli Arab education system. The internal sphere included a moral-awareness aspect of their society's view of special education. The personal sphere included a practical aspect, in which the teachers wished to upgrade their professional qualifications in order to cope better with challenges that they faced in the field.

Lea and David (2011) conducted a study on the Managerial University and the Decline of Modern Thought. In the study the investigator found out the managerial template that had become the normative model for the organization of the university. Although there was a significant body of literature devoted to this issue, the goal of the study was to explain the genesis of this phenomenon through a reference to the ideology that characterized our modern secular age. Most texts sought to explain this
ideological development either through the ever increasing dominance of economic rationalism, perceived conservatism of collegial forms of governance, the necessity to transfer fiscal responsibility in tight budgetary periods, the decline of the Keynesian "welfare consensus", or the legacy of the power regimes that began to take shape in the liberal societies of the 19th century. The investigator traced the development to the beginnings of Modernity and the Cartesian bifurcation that separated the material world from its spiritual and intellectual source and thereby overthrew the hierarchy of related values that informed both nature and human organization.

May et al. (2011) conducted a study on teacher education and preparation: Attitudes, beliefs, and perception of preparedness about teaching the culturally diverse students. The purpose of the study was to investigate the effects of field experiences, multicultural course work, and treatment on teachers candidates’ attitudes, beliefs and perceptions of culturally diverse students. Approximately 91 participants enrolled a pre-student teaching field studying in South Central part of United States were administered a 30-item 4-point Likert-scaled Multicultural Diversity Scale Revised (MCR) developed by Ambrosio (1998). The results indicated there were significant differences within the treatment groups. However, age, gender, ethnicity, majors and campuses did not have a significant impact on the treatment of control participants’ attitudes or levels of preparedness about teaching the culturally diverse students.

Proios et al. (2011) conducted a study on the Greek School Teachers' Moral Judgment Structures. The purpose of the study was to examine the teachers' cognitive structures through moral judgment schemas, as well as whether the above-mentioned structures diversify among teachers, depending on education level, specialty, age, teaching experience, and gender. Moreover, another aim was to examine whether these cognitive structures could predict students' behaviors. Two hundred and fifty eight in-service teachers (men, n = 83; women, n = 175; M [script subscript age] = 41.24, SD = 8.06; M [script subscript experiences] = 14.91, SD = 9.46), in elementary (n = 96), and intermediate education level (n = 158), participated in the study. The results revealed that the primary education teachers' moral judgment was based on the moral concepts of the maintaining norms schema, while the one of those of secondary education was rather based on the post-conventional schema. Furthermore, the results of the present study revealed that age, experience, and gender did not constitute causes of
diversification of moral concepts and that the personal interest schema could forecast any irresponsible behaviors on the part of the students.

Raj (2011) conducted a study on influence of emotional intelligence, risk-taking behavior and modernity on academic achievement of Ho tribe students studying in high schools Kolhan, Jharkhand. The major objectives of the study were: to find out relationship between i) Emotional Intelligence ii) Risk-taking behavior iii) Modernity and iv) Academic achievement of the high school Ho tribe students. The sample consisted of 400 Ho tribe students studying in IX and X standard were randomly selected for the study. Self made modernity scale (2009) was used to measure the modernity of the students. The data obtained were analyzed using, mean, standard deviation, ‘t’ test, ANOVA, correlation and regression analysis. The findings of the study were: i) Ho tribe girls had more favourable attitude towards changes that of boys, ii) rural students had more favourable attitude towards religiosity than urban students, iii) private school students had more favourable attitude towards mass media than government school students, iv) private school students had high attitude towards new experiences than government school students and v) private school student had high modernity than government school students.

Ratnam and Anita (2011) conducted a study on traditional occupations in a Modern World: Implications for Career Guidance and Livelihood Planning. The study was an attempt to examine the place and significance of traditional occupations as careers in today's world. The areas of tension and compatibility between ideas and values that signify modernity and the practice of traditional occupations were reviewed. The meaning of "traditional occupations" was unravelled, the potential that traditional occupations in agriculture and crafts offer for building inclusive and sustainable societies was explored, and attention was drawn to the implications of such potential for career guidance practice.

Robertson and Susan (2011) conducted a study on the New Spatial Politics of (Re) bordering and (Re) ordering the State-Education-Citizen Relation. One outcome of more than three decades of social and political transformation around the world, the result of processes broadly referred to as globalization, had been the emergence of a complex conceptual language in the social sciences that had sought to grasp hold of these developments. Throughout the 1990s, theorists began to emphasize a world in
"motion", deploying concepts like "liquid modernity" (Zygmunt Bauman) to signal rapid and profound changes at work in the social structures, relations, and spatialities of societies (Neil Brenner) that were reconfiguring state-citizen relations (Saskia Sassen). Recently, however, researchers had concentrated on the study of "borders" and "containers" as a corrective to the preoccupation with mobility, arguing it was not possible to imagine a world which was "only" borderless and de-territorialized, because the basic ordering of social groups and societies "requires" categories and compartments. The study focused attention on processes of bordering and ordering in contemporary education systems, suggesting that comparative educators and whose main intellectual project was to understand how (different) education processes were reproduced within and across time, space and societies would got much greater purchase on transformations currently under way.

Brownlee et al. (2012) conducted a study on Teachers' and Children's Personal Epistemologies for Moral Education: Case Studies in Early Years Elementary Education. While there was strong interest in teaching values in Australia and internationally there was little focus on young children's moral values learning in the classroom. Research showed that personal epistemology influenced teaching and learning in a range of education contexts, including moral education. The study examined relationships between personal epistemologies (children's and teachers'), pedagogies, and school contexts for moral learning in two early years classrooms. Interviews with teachers and children and analysis of school policy revealed patterns of relationships between personal epistemologies and pedagogies within each school. A whole-school approach to understanding personal epistemologies and practice for moral values learning was suggested.

Deng and Liang-Yu (2012) conducted a study on "Parenting about Peace": Exploring Taiwanese Parents' and Children's Perceptions in a Shared Political and Sociocultural Context. The study explored what Taiwanese parents would educate their children about peace and what children retained from parental teaching, as well as children's reported communication with parents about peace. In-depth interviews were conducted with 60 parents and one of their children. Based on the perceptions of children, the most influential learning children received from their parents in peace education was the aspect of negative descriptions of peace (what peace was not).
Unique findings suggested that Taiwanese parenting about peace focused more on teaching children personal cultivation and interpersonal harmony than introducing the ideas of international collaboration or universal rights. The findings suggested that the specific macro system of Taiwan might influence how parents educated their children about peace. One important implication for family practitioners was the necessity to take into account the traditional cultural values particular to the group they worked with and to connect those to peace education when designing programs.

Gillies et al. (2012) conducted a study on "Including" while Excluding: Race, Class and Behaviour Support Units. The study examined the workings of informal exclusion units located within British secondary schools. Although articulated in terms of inclusion and support such initiatives effectively work to remove students regarded as troublesome from mainstream classrooms. Drawing on ethnographic research in three inner-city schools it showed how a therapeutic ethos governs activities within the units. A focus on developing personal skills was maintained in an effort to compensate for the perceived shortcomings of parents and wider communities. The findings revealed that as it was demonstrated, this reasoning drives a culturally intolerant approach concealed within a broader commitment to multicultural values. While notions of diversity were celebrated within the schools, issues of race and racism are routinely avoided, ensuring that institutionally ingrained patterns of discrimination remain unchanged.

Jain et al. (2012) conducted a study on Purple Is to Lavender: Womanism, Resistance, and the Politics of Naming. It was explored the politics of naming for non-White women faculty in higher education as it related to womanist theory. A discussion of these faculties experienced in general, and women faculty in particular was provided to illuminate the many challenges it faced in the academy. One such challenge was how it came to identify ones scholarship and align one-selves epistemologically. By not identifying as feminists or labeling one raced and gendered work as part of feminist theory, it was engaging in the politics of naming. The findings examined this issue of naming by interviewing eleven non-White women community college student leaders and exploring their relationships with feminism. The exploration provided context to how these women in the United States had critiqued the term feminist and the etymology of both feminism and womanism.
Lundqvist et al. (2012) conducted a study on Institutional Traditions in Teachers' Manners of Teaching. The aim of the study was to make a close case study of one teacher's teaching in relation to established traditions within science education in Sweden. The teacher's manner of teaching was analyzed with the help of an epistemological move analysis. The moves made by the teacher were then compared in a context of educational philosophy and selective tradition. In the analyses the focus was to study the process of teaching and learning in action in institutionalized and socially shared practices. The empirical material consisted of video recordings of four lessons with the same group of students and the same teacher. The students were all in Year 7 in a Swedish 9-year compulsory school. During these lessons the students work with a subject area called "Properties of materials". The results showed that the teacher made a number of different moves with regard to how to proceed and came to a conclusion about what the substances were. Many of these moves were special in that they indicated that the students needed to be able to handle the procedural level of school science. These moves did not deal directly with the knowledge production process, but with methodological aspects. The function of the moves turned the students' attention from one source of knowledge to another. The moves were aimed at helping the students to help themselves, since it was through their own activity and their own thinking that learning took place. When compared in a context of educational philosophy, this manner of teaching had similarities with progressessionalism; a mixture of essentialism and progressivism. This educational philosophy was a central aspect of what was called the academic tradition—a selective tradition common in science education in Sweden between 1960 and 1990.

Skelton and Christine (2012) conducted a study on the "Renaissance Child": High Achievement and Gender in Late Modernity. The study drawn on the concept of the "Renaissance Child" to illustrate the ways in which gender influenced the opportunities and possibilities of high-achieving pupils. Using data from a study of 12-13-year high-achieving boys and girls based in schools in England, the study considered the ways in which a group of popular boys was able to show an interest and success in literacy and English without posing threats to their masculine subjectivities. In contrast, a group of high-achieving girls experienced greater constraints in their attempts to balance an interest and success in physical education and sports whilst also performing acceptable constructions of femininity. The result showed that the concept
of "Renaissance Child" was fruitful for research in education that was concerned with the production of neoliberal subjectivities. However, whilst boys could access and perform "Renaissance Masculinity", constructions of femininity impede even the highest-achieving girls from equivalent subject positions.

Sandeep (2013) conducted a study on modernization of instructional scenario in Indian Teacher Education. The main objective of the study was to understand the present instructional scenario in Indian Teacher Education and to find possible solutions for the modernization of instructional scenario in Indian Teacher Education. 68 teacher educators from various B.Ed., colleges of Maharashtra were selected as sample by incidental method. In the survey, the opinion and views of 68 teachers were obtained though the questionnaire. The major findings were i) lecture was the most common strategy used in teacher education and ii) modern technologies like computer aided techniques, internet – browsing, video conferencing etc. were not at all used in teacher education.

Pradhan (2013) conducted a study on attitudinal modernity of post graduate students in relation to their level of achievement and gender. The aim of the study was to compare the attitudinal modernity of post graduate students in relation to their level of achievement and gender. The study had been conducted on 200 post graduate students of Ravenshaw University, Cuttack, Odisha. The objective of the study was to study the attitudinal modernity of post graduate boys and girls from different streams and with varying level of achievement. Besides, the purpose of the study was to study the relationship between attitudinal modernity and academic achievement of post graduate students. For collection of data, Sharmas’ attitudinal modernity scale was used. It was found that gender and academic achievement positively influenced the attitudinal modernity of post graduate students and their existed a positive relationship between attitudinal modernity and academic achievement.

Sajitha and Amaladoss Xavier (2014) conducted a study on modernity and personal values of primary school teachers. Findings of the study were there was no significant difference between male and female primary school teachers in their modernity, urban primary school teachers were better than rural primary school teachers in their modernity.
Achala (2014) conducted a study on religiosity, modernization, science attitude among educated mothers of secondary school children. The main objective of the study was to study the religiosity, modernization, science attitude among educated mothers of secondary school going children. Survey method was used for data collection. Analysis of variance, regression analysis and Bartlett’s test homogeneity were the statistical treatment done. A sample of 315 educated mothers and their children were selected purposefully. The investigator used Modernization Scale by Sing. The major findings were there was significant difference in religiosity of educated mothers, significant deference found in modernization of educated mother and their children. The t-test result showed the educational level increases the modernization also increases.

Kawa and Jackqueline (2014) conducted a study on a survey of school psychologists on practice-based cultural adaptations and evidence-based interventions. To gather information on how school-based practioners were implementing intervention and with culturally, ethnically, linguistically diverse youth and families, 1000 randomly selected NASP members currently practicing in schools were contacted for participation of the study. The results indicated school psychologists were reporting mainly surface of presentation style adaptations, and few were reporting the use of a model or framework to inform these adaptations.

Pelkowski and Tracy (2014) conducted a study on culturally responsive pedagogy in the social studies: case studies of teacher perceptions of their practices and higher education programs. The multiple case study employed interviews to examine how three selected secondary school social studies teachers in an urban center in the Southern United States described their culturally responsive practices and how they perceive these practices are influenced by their higher education experiences. Culturally responsive approaches to teaching were known to provide more equitable learning experiences to low-income students of color, the majority of whom lived in urban area. The findings indicated the formation and evolution of critical consciousness could occur throughout teachers’ life times if provided opportunities for reflexivity once they were in-service teachers. Second, the culturally relevant practices of the social studies teachers in the study included providing students with multiple perceptive and utilizing constructivist practices in activities and assessments to meet the needs of diverse learners.
Sankari (2014) conducted a study on modernity and decision making of high schools students. The major objective of the study was to find out relationship between Modernity and Decision making of the high school students. The sample consisted of 600 high school students studying in IX standard in Tirunelveli district were randomly selected for the study. Modernity Scale by Antony Sagaya Ruban (2009) was used to measure the modernity of the students. The data obtained were analyzed using, mean, standard deviation, ‘t’ test, ANOVA, correlation and regression analysis. The findings of the study were: i) female high school students were better than male high school students in their modernity, science and technology dimension, ii) urban high school students were better than rural high school students in their education and science and technology dimension, iii) day scholar students were better than hosteller in the dimension society and iv) aided school students were better than government and Matric school students in the dimension education.

Sathia (2014) conducted a study on modernity and social maturity of women students in arts and science colleges. In the study the investigator examined the modernity and social maturity of women students in arts and science colleges. Survey method was adopted. The sample consisted of 900 women students in arts and science colleges selected randomly. To measure modernity of women students in arts and science colleges, Modernity Scale by Antony Sahaya Ruban (2009) was used. The major statistical techniques used were Pearson product moment correlation, percentage analysis and t-test, ANOVA, chi-square test, multiple correlation and factor analysis. The major findings were i) there was significant difference between government-aided and self-financed women students in arts and science colleges in their modernity in total and its dimensions family, society, education and science and technology and ii) there was significant relationship between modernity and social maturity of women students in arts and science colleges.

Smith et al. (2014) conducted a study on the effect of culture on student achievement. The study examined school culture as identified trough non-catholic teachers’ responses regarding school leadership’s sustained effort to address teachers concerns about teachers support and community support and involvement, managing students conduct. The teacher responses using Likert style scale were cluster into Leadership Perception Group (LPGs) that parallel to Likerts’ responses. The findings
revealed that there was significance in about half of the grade and subject groups. The results suggested that the culture associated between negative culture and student achievement. The teachers’ school culture associated with student achievement.

Thangaselvam (2014) conducted a study on modernity of IX standard students in Thoothukudi district. The main objective of the study was to find out the modernity of IX standard students in Thoothukudi district with respect to gender, type of school, medium of study and monthly income of family. Survey method was adopted in the research. Sample consisted of 500 IX standard students in Thoothukudi district. Modernity scale constructed by Antony Sagaya Ruban (2009) and validated by the investigator was used as the tool. Mean, Standard deviation, percentage analysis, t-test, ANOVA, and chi-square test were used for data analysis. The major findings were i) there was no significant difference between English and Tamil medium IX standard students in modernity in total and its dimensions family, education, and science and technology and ii) the chi-square test revealed that there was significant association between monthly income and their attitude towards education of IX standard students.

Caroline (2015) conducted a study on modernity and emotional intelligence of B.Ed., students. In the study the investigator examined the modernity and emotional intelligence of B.Ed., students. Survey method was adopted. The sample consisted of 300 B.Ed., students selected randomly from the B.Ed., colleges of Kaniyakumari district. To measure modernity of B.Ed., students Modernity Scale by Indira Mary Ezhil Selvi (2004) was used. The major statistical techniques used were Pearson product moment correlation, percentage analysis, t-test, ANOVA and chi-square test. The major findings were i) there was no significant difference between male and female B.Ed., students in their modernity. But there was significant difference between male and female B.Ed., students in their women’s right and change dimension and ii) there was significant relationship between modernity and emotional intelligence.

Heuvel et al. (2015) conducted a study on culture clash: A case study of the issues that non-traditional college presidents face in adjusting to academic culture. The study examined the issues that non-traditional college presidents face in adjusting to academic culture. It was a case study design and pragmatic approach to analyze the experiences of three such individuals. A combination of historical research and interview formats were utilized to learn about the experiences of the individuals in
adjusting academic culture. The three cases were more successful in adopting academic culture. The study concluded that for non-traditional presidents, vision and academic exposure were key issues in facilitating a successful adjustment experience to academic culture.

Antonyraj and Annaraja (2016) conducted a study on Modernity of High School Teachers in Dindigul district. Findings of the study were there was no significant difference between male and female high school teachers in their modernity, there was significant difference among government, aided and private high school teachers in their modernity, aided school teachers were better than government and private school teachers in their attitude towards women’s right, education and modernity.

Antony Sahaya Ruben and Selvaraj (2016) conducted a study on Influence of Personality Traits and Modernity on Teaching Competency of B.Ed. trainees. Findings of the study were English medium B.Ed., trainees were better than Tamil medium B.Ed. trainees in their science and technology, urban B.Ed. trainees were better than rural B.Ed. trainees in their modernity and its dimensions science & technology and cultural change.

2.4 STUDIES RELATED TO PERSONALITY DEVELOPMENT

Uma Natarajan (2007) conducted a study on personality, job satisfaction and teaching competency of higher secondary school physical science teachers. The objectives were to find the level of personality, job satisfaction and teaching competency of higher secondary school physical science teachers. The sample was higher secondary school physical science teachers. The findings were there was a significant difference in job satisfaction, personality and teaching competency of higher secondary school physical science teachers.

Vasugi and Mathuravani (2008) conducted a study on sex difference in personality dimensions of secondary grade teacher trainees. The objectives were to find out whether there was any significant sex difference in the personality and personality of male and female secondary grade teacher trainees. The sample was 200 secondary grade teacher trainees of Erode district. The findings were, there was significant difference between the personality of male and female secondary grade teacher trainees. The female secondary teacher trainees had high mean scores of personality.
Male and female secondary grade teacher trainees did not differ in the personality dimensions like adoptability, competition, suspiciousness, imagination, sensitivity and shrewdness.

Shanmugaganesan and Lakshmi (2008) conducted a study on personality type and teaching competency of B.Ed. trainees. The objectives were to find out the personality type and level of teaching competency of teacher trainees. The sample was 200 B.Ed. trainees. The findings were, there was a significant noteworthy relation between the personality type and teaching competency of teacher trainees. Extroverts were more significant towards teaching competency than the introverts. Teaching competency and performance were not directly related. Gender had no influence on the teaching competency of teacher trainees.

Ponterotto, Joseph; Mendelowitz, David; and Collabolletta, Ernest (2008) conducted a study on Promoting Multicultural Personality Development: A Strengths-Based, Positive Psychology Worldview for Schools. The objective was to find the relevance of multicultural development to the Strengths-Based School counseling perspective. The sample was High school students. The findings were Multicultural Personality development was correlated with coping, adapting, and thriving in increasingly culturally diverse environments such as the United States.

Lavoie-Perusse, and Simon, (2009) conducted a study on an Understanding of How Peer, Genetic, and Environmental Influences Can Motivate Terrorists or Ordinary People to Kill Themselves and Others. The objectives were to find a correlation between peer, genetic, and environmental influences and the behavior and personality development during childhood. The sample was 275 freshmen at Cornell University. The findings were the parents were often unaware of their child's behavior and personality, especially in school. Most of those teenagers had double lives between the house and when they were outside of the house. In conclusion, this research paper showed that behavior and personality development had greatly affected by a myriad of factors like peer, genetic, and environmental influences.

Mroz, and Anna (2009) conducted a study on theory of Positive Disintegration as a Basis for Research on Assisting Personality Development. The objectives were to find the beginning of positive disintegration as a basis on personality development of
different age people. The sample was different age group people. The findings were the beginnings of positive disintegration could be traced to between ages 5 and 7.

Slobodskaya, Helena; and Akhmetova, Olga, (2010) conducted a study on Personality Development and Problem Behavior in Russian Children and Adolescents. The objectives were to explore child and adolescent personality in the Russian culture, addressing gender and age differences, and to examine personality and family effects on children's Internalizing and Externalizing problems. The sample was Russian children and Adolescents. The findings were Girls scored higher than boys on the Conscientiousness domain and on the Intelligent and Considerate scales, but lower on Activity. In younger children, Extraversion was higher; in older children, Agreeableness, Conscientiousness and Shyness were higher; Distractibility was highest in early adolescence. For both types of problems, harsh parenting was a risk factor, while SES and family cohesion were associated with lower problem levels. Models linking personality with children's problem behavior were similar in preschool, middle childhood, early and late adolescence.

Sreelatha and Krishna Prasad (2011) conducted a study on Relationship between Personality and Teacher Effectiveness of Mathematics Teachers. The objective was to find out the relationship between Personality and teacher effectiveness of Mathematics teacher. Personality Inventory and Teacher Effectiveness Scale constructed and validated by the investigators were used to collect data from Mathematics teachers. Rating by the investigator was also used to measure teacher effectiveness. The sample was 200 Mathematics teachers working in schools of Kanyakumari District. The findings were that there was a positive and significant relationship between personality and teacher effectiveness of mathematics teachers. Sex, locality and type of management of the school showed significant difference in the personality of Mathematics teachers and there was no significant difference between male and female, rural and urban and government and private school teachers.

Hirschi, Andreas; Niles, Spencer; and Akos, Patrick (2011) conducted a study on Engagement in Adolescent Career Preparation: Social Support, Personality and the Development of Choice Decidedness and Congruence. The objective was to investigate predictors and outcomes of active engagement in career preparation among Swiss adolescents from the beginning to the end of eighth grade. The sample was 349 Swiss
adolescents from the beginning to the end of eighth grade. Latent variable structural equation modeling was applied. The results showed that engagement in terms of self- and environmental-exploration and active career planning related positively to inter individual increased in career decidedness and choice congruence. More perceived social support, early goal decidedness, and particular personality traits predicted more engagement. Support and personality impacted outcomes only mediated through engagement. Early decidedness and congruence were significant predictors of their respective later levels.

Meeus, Wim; Van de Schoot, Rens; Klimstra, Theo; and Branje, Susan (2011) conducted a study on Personality Types in Adolescence: Change and Stability and Links with Adjustment and Relationships - A Five-Wave Longitudinal Study. The objectives were to examine change and stability of the 3 personality types identified by Block and Block (1980) and to study their links with adjustment and relationships. The sample was adolescence students. The findings were there was substantial stability of personality types, because 73.5% of the adolescents had the same personality type across the 5 waves. Personality change was mainly characterized by 2 transitions: over control resiliency and under control resiliency. The transitional analyses implied that the resilient type served more often as the end point of personality development in adolescence than over control and under control. Stable resilient were less anxious over time than stable over controllers. Similarly, systematic differences between personality types were found in the formation of intimate relationships.

Yuf Eng Wu, and Guoying Oian (2012) conducted a study on An Exploring Model of Intelligence and Personality in Different Culture. The objectives were to find the relationship between progressive cognition and personality characteristics by Raven’s Standard Progressive Matrices and Eysenk’s Personality Questionnaire. The sample was 13-21 years old middle school students. The findings were that the correlation and stepwise regression were completely identical: P score was negatively related to progressive cognition; E score was positively related to progressive cognition. With the personality characteristics and the personal variables as independent variables, the stepwise regression indicated: E score was the most predictors of progressive cognition, and then was nation, culture, degree of mother and father, age, sex, mathematics and language achievements.
Vasanthi (2012) conducted a study on relationship between personality and aggression among XII std students. The objectives were to find the relationship between personality types and adolescents aggressive behavior in some selected higher secondary schools in south Chennai. The sample was XII std students. The finding was personality types and aggression correlated significantly.

Ramkumar and Vengo Regis (2012) conducted a study on Assessment of personality and academic achievement of higher secondary students. The objectives were to assess the personality and academic achievement of higher secondary students. The Survey method was adopted in the study. The sample was 287 students of STD XI and XII, randomly selected from nine higher secondary schools in Villupuram, Tamil Nadu. The tools used was five personality scale developed by Mc Grace and Costa (1992). The findings were the significant difference between XI STD and XII STD school students in their personality, namely extroversion and agreeableness, boy and girl students in their extroversion and openness and rural and urban school students in their extraversion and conscientiousness. Significant difference in academic achievement between rural and urban school students was also observed.

Seyed Hossein Fazeli (2012) conducted a study on Personality traits as predictors of the social English language learning strategies. The objective was to find out the role of personality traits in the prediction use of the Social English Language Learning Strategies (SELLSs) for learners of English as a foreign language. The sample was two hundred and thirteen Iranian female university level learners of English language as a university major in Iran. The tools used were Adapted Inventory for Social English Language Learning Strategies based on Social category of Strategy Inventory for Language Learning (SILL) of Rebecca L. Oxfords, A Background Questionnaire, NEO - Five Factors Inventory (NEO-FFI), and Test of English as a Foreign Language (TOEFL). The findings were there was a significant relationship between four traits of personality and use of the SELLSs, but personality traits could not be as a strong predictor to predict use of the SELLSs.

Mohamed Sahari Nordin (2012) conducted a study on Validating the Adult Playfulness Trait Scale (APTS) an Examination of Personality. The objective was to examine the validity of Big 5 Personality test inventory of 44 questions with 5-Likert Scale measurement. Confirmatory Factor Analysis (CFA) was conducted to determine
the good fit indices of the 5 personality types. Those types were 1) extraversion, 2) agreeableness, 3) conscientiousness, 4) openness and 5) neuroticism. The sample was 207 undergraduate students. The findings were the inventory was a valid and reliable measurement for types of personality except for neuroticism. Also, the measurement found to be applicable across gender.

Danie and Annaraja (2012) investigated influence of emotional intelligence on personality development of prospective teachers. The purpose of this study was: (i) to find out the level of emotional intelligence and personality development of prospective teachers, (ii) to find out the difference between men and women prospective teachers in their personality development, (iii) to find out the difference between men and women prospective teachers in their personality and (iv) to find out the relationship between emotional intelligence and personality development of prospective teachers. In the present study normative survey method was employed. The sample consists of 195 prospective teachers in Tirunelveli District selected by using stratified sampling technique. The collected data were analysed using „t“ test and correlation. Findings revealed: (i) there was significant difference between men and women prospective teachers in their personality development, (ii) there was significant difference between men and women prospective teachers in their self-confidence of personality and (iii) there was significant relationship between emotional intelligence and personality of prospective teachers.

Vasugi and Mathuravani (2013) conducted a study on Personality and Teaching competency of Secondary Grade Teacher Trainees. The main objective of the research is to study about personality and teaching competency of secondary grade teacher trainees in Erode District. The sample consisted of 200 male and female secondary grade teacher trainees of the district. The major findings of the study reveal that the male and female, science and arts group, and I and II year secondary grade teacher trainees have significant difference in their personality. The rural and urban, and I and II year secondary grade teacher trainees differ in their teaching competency. There is high positive relationship between personality and teaching competency.

Yau-ho Paul Wong (2013) conducted a study on Personality Types of Hong Kong kindergarten Teachers: Implications for Teacher Education. The objectives were to investigate Hong Kong kindergarten teachers’ personality types using the
Myers-Briggs Type Indicator (MBTI). The sample was three hundred and seventy-one kindergarten teachers. The findings were Hong Kong kindergarten teachers were predominantly of the sensing-feeling-judging personality types, characterized by being realistic, conventional, and considerate to others’ feelings. In addition, principals and head teachers in kindergartens tended to be extraverted. Results also suggested a very low percentage of intuitive kindergarten teachers, indicating that teachers’ personality types might be field-bound.

Komalavalli (2013) conducted a study on relationship between teacher effectiveness and personality traits among high school teachers. The objectives were to find out the teacher effectiveness among high school teachers, to find out the personality traits among high school teachers, to find out the significant difference between male and female high school teachers in personality traits and teacher effectiveness and to find out the significant relation between teacher effectiveness and personality traits. The sample was 60 male and female teachers drawn from four types of schools namely government, corporation, matriculation and CBSE schools. The tools used were teacher effectiveness scale developed by Vedanayagam (1994) and the 16 Personality Trait test developed by Cattel (1965). The findings were teacher effectiveness and personality traits among high school teachers were not significantly related. The male and female teachers differed significantly in their personality traits. The male teachers were effective in teaching when compared to the female teachers. Teachers who were working in different types of schools did not differ significantly in their personality traits, teacher who were working in different boards of education did not differ significantly in their personality traits and teachers who were working in different boards of education did not differ significantly in their teacher effectiveness.

Vasanthi and Latha (2014) conducted a study on teaching competency in relation to computer aptitude and personality type of B.Ed. trainees in Chennai. The objectives were to find out the difference in dimensions of teaching competency, dimensions of computer aptitude and the dimensions of personality type owing in differences in personal variables of student teachers, to find out the relationship between teaching competency and personality type of student teachers. The sample was 493 student teachers of B.Ed. colleges in Chennai district. The tools used were personality trait scale developed by Venkataraman and teaching competency scale by
Passi and Lalitha. The findings were that there was significant difference between the mean scores of male and female student teachers in their teaching competency, computer aptitude and their personality type, there was significant correlation between teaching competency of student teachers and their personality type.

Ramkumar and Thamodharan (2014) conducted study on Personality traits of prospective teachers. The study found that there was no significant difference between male and female prospective teachers in their personality traits like perfectionism, conscientiousness, self-reliance and self-concept. But there was significant difference between male and female prospective teachers in their adjustment. There was no significant difference between UG and PG prospective teachers in their personality traits such as perfectionism, conscientiousness and self-reliance. But there was significant difference between them in their adjustment and self-concept.

Prakash and Amaladoss Xavier (2014) conducted a study on role of teacher educational institutions in developing personality of student teachers. The objectives were to find out the level of personality and its dimensions of student teachers and to find out whether there was any significant difference in personality and its dimensions of student teachers with respect to their type of management. The sample was 1080 student teachers of Madurai revenue district. The tool used was a multidimensional personality inventory constructed by Manju Rani Agarwal. The methodology used was survey method. The finding was there was significant difference in personality of government aided and self-finance college student teachers.

Arundathi (2014) conducted a study on personality and academic achievement of women in single - sex colleges and co-educational colleges. The objectives were to study the academic achievement of girls studying in women’s college and co-educational colleges, to compare the effect of personality factors on girls studying in women’s colleges and co-educational colleges and to determine whether the personality and academic achievement had direct effect on the type of college girls studying in women’s college and co-educational colleges. The sample was 324 women students from 2 women’s colleges and 2 co-educational colleges of Bangalore South. The tool used was personal information proforma with 16 personality factor questionnaire. The findings were personality factors of girls did not change from women colleges to single – sex colleges.
Hui, Anna: Yeung, Dannil; Sue Chan, Christina (2014) conducted a study on gains and loses in creative personality as perceived by adults across the life span. The objective was to find gains and loses in creative personality perceived by adults across the life span. The finding was older adults perceived increases in both gains and losses in creative psychology in old age. But they still maintained a similar level of self-perceived CP traits when compared with young participants.

Yespal (2014) conducted a comparative study on the Introversion-extroversion and academic achievement of the children in government and private schools. The findings indicated that 25 students out of 100 belonged to extrovert category. 16 boys and 9 girls were extrovert. It was observed that 16 boys and 5 girls of private schools were extrovert. Most of the students in government and private schools were ambivert.

Arnab Pan (2014) conducted a study on interface between Personality and Academic Achievement: A correlational study of B.Ed. trainees of Calcutta University. The sample was 100 students passed under Calcutta University revised curriculum 2013-14 sessions. The objectives were to know the Personality of the B.Ed. trainees in relation to strata and gender under Calcutta University and to know if any relationship existed between Personality and Academic Achievement of the B.Ed. trainees. The findings were that the female students had high personality than the male students and the personality of the students did not differ in relation to their strata. Personality and Academic Achievement had a positive correlation between them.

Mary Jeyanthi and Amalraj (2015) conducted a study on co-curricular activities and personality development higher secondary students in thirupathur educational district. Findings of the study were female students were better than male students in their communication skills and self-confidence.

Milton and Annaraja (2016) conducted a study on personality development of middle school students through CAL programme. Findings of the study were girls students were better than boys students for attending CAL programme in their communication skills, assertiveness and stress coping ability there was significant difference among Hindu, Christian and Muslim students attending CAL programme in their social concern, emotional adjustment, value system and culture, self-awareness, leadership skills, self-confidence and interpersonal relationship.
Selvajoy and Deepa (2016) conducted a study on Influence of environmental values and eco-friendly practices on personality development of higher secondary students. Findings of the study were English medium students were better than the Tamil medium students in their value system and culture and stress coping ability, there was significant difference among government, aided and self-financed school higher secondary students in their emotional adjustment, value system and culture, leadership skills, self-confidence and interpersonal relationship.

Buttner et. al., (2016) conducted study on personality traits of expert teachers of students with ebd: clarifying a teacher's x-factor. The study, the predictive value of teacher personality for teacher quality in teaching students with EBD was examined among a sample of Dutch primary school teachers. Personality was measured using a self-report questionnaire based on the personality dimensions of the Five Factor Model of personality: Extraversion; Agreeableness; Conscientiousness; Neuroticism; and Openness to Experience. Different dimensions of teacher quality in teaching students with EBD were measured using an observation instrument, a self-efficacy questionnaire, and a nomination procedure. The dimensions of Agreeableness, Conscientiousness, and Openness to Experience were found to predict teacher quality in teaching students with EBD measured by the self-efficacy questionnaire. Altogether, personality explained 35% of the variance in teacher quality in teaching students with EBD measured by the self-efficacy questionnaire. The results relate to issues about teacher education and employment.

Jamal and Nadia (2017) examined the personality traits prevalent among Arab teachers as a minority in the Arab educational system in Israel. Personality traits has much significance in the prediction of human behavior in various situations. 185 teachers from the Arab minority participated in this research. The teachers responded to a questionnaire on personality traits, where research questions made use of theoretical statistics with the statistical analysis program SPSS. The principle research findings revealed that the personality traits prevalent among Arab teachers in the Arab educational system in Israel are: extraversion, agreeableness and conscientiousness; despite this, traits of openness and emotional stability were less prevalent among them.
George Regan and John Lawrence (2017) conducted a study on self-esteem and personality traits of prospective teachers. Findings of the study were urban prospective teachers were better than rural prospective teachers in their independence personality, co-education college prospective teachers were better than men’s college prospective teachers in their ambivert personality.

2.5 CRITICAL REVIEW

The investigator has reviewed 133 studies. The studies comprise of both Indian and Foreign studies. Most of the studies / reviews deal with diverse aspects of emotional intelligence, modernity and personality development of high school students. Most of the studies have employed survey method. Random sampling, non-probability sampling, stratified random sampling and cluster sampling were the sampling techniques followed in these studies. The tools used in the studies, were mostly standardized and the researchers made tools have been tested for reliability and validity by the experts. The investigator would like to add the following comments related to the variable namely emotional intelligence, modernity and personality development. After a critical evaluation of the studies related emotional intelligence, modernity and personality development the investigator has made the following observations.

EMOTIONAL INTELLIGENCE

Bissessar and Charmaine senta Geeta (2008) found that no significant relationship existed between college students’ use of emotional intelligence and their intrinsic motivation and there was a significant relationship between college students’ use of emotional intelligence and their extrinsic motivation. Bumphus and Aileen Thompson (2008) examined that there was a significant positive relationship found between self-reported emotional intelligence and resilience among school principals.

Martin and Cynthia Marie (2008) examined that a moderately strong relationship revealed between emotional intelligence with leadership effectiveness. Thomas Alexander (2008) found that the male students were better than female students in their emotional intelligence. The finding of Sameer Babu (2008) revealed that there was a good level of emotional intelligence among secondary school. Dubey and Ruchi (2008) had made the conclusion that there was no significant relationship.
between emotional intelligence and achievement among arts and science stream students. Gupta (2009) found that there was positive relationship between emotional intelligence and reasoning ability of senior secondary. The finding of Sobha (2009) showed that there was significant positive relationship between self-esteem and academic achievement of tenth standard students in southern districts of Tamil Nadu and there was significant positive relationship between emotional intelligence and academic achievement of tenth standard students in southern districts. Vasimalairaja (2009) found that there was significant influence of emotional intelligence and academic achievement of the high school students. The finding of Indu and Nishakumari (2010) showed that there was no significant difference between the emotional intelligence of male and female college students. It was found that postgraduate students were emotionally intelligent than the undergraduate students.

Petersen, et al., (2010). found that students who scored average to above average on a measure of emotional intelligent scored significantly higher on language arts grades. ChamanKak, Sharma and Sharma (2011) found that the emotional instability was much higher than for the male schedule caste students having low emotional intelligence than for the male students of the same caste and the same grade but having high emotional intelligence. The finding of Jyotika Gupta (2011) revealed that the adolescent girls with low intelligence were more prone to depression as compared to adolescent girls with high intelligence. The findings of Santhosh Kumar (2011) revealed that the mean score of emotional intelligence of science students was more than their humanities counterparts and the mean score of emotional intelligence of boys was higher than the girls and there was significant relation found between the variables of cognitive style and emotional intelligence. The findings of Subramanyam (2011) indicated that there was significant difference between boys and girls with regard to their emotional intelligence. Celine Pereira and Anu (2012) explored the fact that emotional intelligence of primary school students varies in accordance with gender, locate, economic status, type of family, literacy of parents and type and native of the schools. Kumar et al. (2012) found that the male polytechnic students were reported to have an overall positive non significant relationship between emotional intelligence and attitude towards computers. Saini (2012) found that female students were better than male students with regard to their self efficacy and emotional intelligence. Self efficacy was positively correlated with emotional intelligence of male
and female students. The results of Sasanpour et al. (2012) showed that there was a positive and meaningful relation between emotional intelligence, happiness and mental health of the students. The findings of Aggarwal and Bhalla (2014) showed that there was significant difference between adolescent boys and adolescent girls with high creativity in their emotional intelligence and there was significant difference between adolescent boys and adolescent girls with low creativity in emotional intelligence and there existed significant correlation between emotional intelligence and creativity of adolescents. The finding of Ghanadi and Ketabi (2014) revealed that there was a significant and positive relationship between emotional intelligence and learners’ belief about language learning. The findings of Shalini Yadav (2014) showed that there was significant difference between the emotional intelligence of government and private school students and there was no significant difference between government school boys and girls in their emotional intelligence. Beena Florence and Amaladoss The findings of (2015) showed that the male students were better than female students in their emotional intelligence and there was significant difference among boys, girls and co-education high school students in their emotional intelligence. Their self-awareness. The findings of Deepa Ghosh (2015) showed significant differences between the tribal and non-tribal students on emotional intelligence and that there was significant relationship between emotional intelligence and self-concept. The finding of Abdullah Maria Chong, et.al, (2015) revealed that there was a negative linear relationship between emotional intelligence and delinquent behavior implying that adolescents with better emotional intelligence had lower levels of delinquency. The finding of Arockiasamy and Veliappan (2017) revealed that there was significant difference between married and unmarried high school teachers in their emotional intelligence. The finding of Avoodaiammal and Ramesh (2018) showed that the male students were better than the female students in their self-awareness, self-management, social-awareness, relationship management and emotional intelligence.

MODERNITY

The finding of Mishra (2005) showed that there was no significant difference between male and female undergraduate students attitude towards modernization and there was a significant difference in the high and low SES students’ attitude towards modernization.
The finding of Ruban and Annaraja (2009) revealed that there was a significant relationship between modernity and temperament of higher secondary students. The finding of Vijayakumar and Amalraj (2009) showed that there was a significant association between B.Ed., student’s attitude towards Social Change and their optional subjects. The finding of Antonyraj and Annaraja (2010) indicated that there was positive relationship between modernity and attitude towards information. The major finding of Howtte et al. (2010) revealed that the school’s futility culture affected the students study involvement and it was independent of their sense of futility. The major findings Guzman and Maria (2011) concluded that a fresh look at hybridity could render a rich concept for constructing resistance to conformity and uniformity, and for renewing a commitment to a multicultural, multilingual, egalitarian, ecologically-sound, and democratic world. The major finding Gyabak et al. (2011) examined how Bhutan's social awareness for "Gross National Happiness" was inherently juxtaposed in contrast to Western perceptions of modernity and progress. The major findings of Raj (2011) revealed that Ho tribe girls had more favourable attitude towards changes that of boys, ii) rural students had more favourable attitude towards religiosity than urban students, iii) private school students had more favourable attitude towards mass media than government school students, iv) private school students had high attitude towards new experiences than government school students and v) private school student had high modernity than government school students. Brownlee et al. (2012) found that the whole-school approach to understanding personal epistemologies and practice for moral values learning was suggested from the study on ‘ Teachers' and Children's Personal Epistemologies for Moral Education’: Skelton and Christine (2012) The result showed that the concept of "Renaissance Child" was fruitful for research in education that was concerned with the production of neoliberal subjectivities. However, whilst boys could access and perform "Renaissance Masculinity", constructions of femininity impede even the highest-achieving girls from equivalent subject positions. Pradhan (2013) found that gender and academic achievement positively influenced the attitudinal modernity of post graduate students and their existed a positive relationship between attitudinal modernity and academic achievement. Sajitha and Amaladoss Xavier (2014) found that there was no significant difference between male and female primary school teachers in their modernity but the urban primary school teachers were better than rural primary school teachers in their modernity.
The major finding of Achala (2014) showed that there was significant difference in religiosity of educated mothers, significant deference found in modernization of educated mother and their children. The finding of Pelkowski and Tracy (2014) that the culturally relevant practices of the social studies teachers in the study included providing students with multiple perceptive and utilizing constructivist practices in activities and assessments to meet the needs of diverse learners. The findings of Sankari (2014) revealed that there were: i) female high school students were better than male high school students in their modernity, science and technology dimension, ii) urban high school students were better than rural high school students in their education and science and technology dimension, iii) day scholar students were better than hosteller in the dimension society and iv) aided school students were better than government and Matric school students in the dimension education. The findings of Sathia (2014) showed that i) there was significant difference between government-aided and self-financed women students in arts and science colleges in their modernity in total and its dimensions family, society, education and science and technology and ii) there was significant relationship between modernity and social maturity of women students in arts and science colleges. The findings of Smith et al. (2014) revealed that there was significance in about half of the grade and subject groups. The results suggested that the culture associated between negative culture and student achievement. The teachers’ school culture associated with student achievement. The findings of Thangaselvam (2014) showed that i) there was no significant difference between English and Tamil medium IX standard students in modernity and its dimensions family, education, and science and technology. The findings of Caroline (2015) revealed that i) there was no significant difference between male and female B.Ed., students in their modernity. But there was significant difference between male and female B.Ed., students in their women’s right and change dimension and ii) there was significant relationship between modernity and emotional intelligence. The findings of Antonyraj and Annaraja (2016) revealed that there was no significant difference between male and female high school teachers in their modernity, there was significant difference among government, aided and private high school teachers in their modernity, aided school teachers were better than government and private school teachers in their attitude towards women’s right, education and modernity. Antony Sahaya Ruben and Selvaraj (2016) English medium B.Ed., trainees were better than Tamil medium B.Ed. trainees in their science and
technology, urban B.Ed. trainees were better than rural B.Ed. trainees in their modernity and its dimensions science & technology and cultural change.

PERSONALITY DEVELOPMENT

The finding of Uma Natarajan (2007) showed that there was a significant difference in job satisfaction, personality and teaching competency of higher secondary school physical science teachers. Vasugi and Mathuravani (2008) found that the male and female secondary grade teacher trainees did not differ in the personality dimensions like adoptability, competition, suspiciousness, imagination, sensitivity and shrewdness. Ponterotto, Joseph; Mendelowitz, David; and Collabolletta, Ernest (2008) found that Multicultural Personality development was correlated with coping, adapting, and thriving in increasingly culturally diverse environments such as the United States. The findings of Lavoie-Perusse, and Simon, showed that behavior and personality development had greatly affected by a myriad of factors like peer, genetic, and environmental influences. Slobodskaya, Helena; and Akhmetova, Olga, (2010) found that in younger children, Extraversion was higher; in older children, Agreeableness, Conscientiousness and Shyness were higher; Distractibility was highest in early adolescence and Models linking personality with children's problem behavior were similar in preschool, middle childhood, early and late adolescence. The findings of Hirschi, Andreas; Niles, Spencer; and Akos, Patrick (2011) showed that engagement in terms of self - and environmental-exploration and active career planning related positively to inter individual increased in career decidedness and choice congruence. Vasanthi (2012) found that personality types and aggression was correlated significantly. The findings of Ramkumar and Vengo Regis (2012) showed that there was significant difference between XI STD and XII STD school students in their personality, namely extroversion and agreeableness, boy and girl students in their extroversion and openness and rural and urban school students in their extraversion and conscientiousness. The findings of Danie and Annaraja (2012). revealed that (i) there was significant difference between men and women prospective 41 teachers in their personality development, (ii) there was significant difference between men and women prospective teachers in their self-confidence of personality and (iii) there was significant relationship between emotional intelligence and personality of prospective teachers. Vasugi and Mathuravani (2013) found that the male and female, science and
arts group, and I and II year secondary grade teacher trainees had significant difference in their personality and there was high positive relationship between personality and teaching competency. The findings of Vasanthi and Latha (2014) showed that there was significant difference between the mean scores of male and female student teachers in their teaching competency, computer aptitude and their personality type, there was significant correlation between teaching competency of student teachers and their personality type. Ramkumar and Thamodharan (2014) found that there was no significant difference between UG and PG prospective teachers in their personality traits such as perfectionism, conscientiousness and self-reliance. But there was significant difference between them in their adjustment and self-concept. Arundathi (2014) found that the personality factors of girls did not change from women colleges to single-sex colleges. Yespal (2014) found that the most of the students in government and private schools were ambivert. Arnab Pan (2014) found that the female students had high personality than the male students and the personality of the students did not differ in relation to their strata. Personality and Academic Achievement had a positive correlation between them. The findings of Mary Jeyanthi and Amalraj (2015) revealed that the female students were better than male students in their communication skills and self-confidence. Milton and Annaraja (2016) found that the girls students were better than boys for attending CAL programme in their communication skills, assertiveness and stress coping ability there was significant difference among Hindu, Christian and Muslim students attending CAL programme in their social concern, emotional adjustment, value system and culture, self-awareness, leadership skills, self-confidence and interpersonal relationship. The findings of Selvajoy and Deepa (2016) showed that English medium students were better than the Tamil medium students in their value system and culture and stress coping ability, there was significant difference among government, aided and self-financed school higher secondary students in their emotional adjustment, value system and culture, leadership skills, self-confidence and interpersonal relationship. The findings of Jamal and Nadia (2017) revealed that the personality traits prevalent among Arab teachers in the Arab educational system in Israel are: extraversion, agreeableness and conscientiousness; despite this, traits of openness and emotional stability were less prevalent among them. George Regan and John Lawrence (2017) found that the urban prospective teachers were better than rural prospective teachers in their independence personality,
co-education college prospective teachers were better than men’s college prospective teachers in their ambivert personality.

After a diligent view on collected reviews it is understood that the present study differs from the rest of the studies in several ways. First of all, there is no study has been undertaken so far which had combined the variables of emotional intelligence, modernity and personality development. Therefore the present study has its own significance in this regard. Secondly it is understood that there are many Indian and foreign studies those deal with emotional intelligence of teachers but there are only a very few studies that directly deal with high school students. Hence this study stands unique. Thirdly with regard to the variables emotional intelligence, modernity and personality development only a few studies have been conducted among high school student. Even they are combined with variables such as self-concept, stress management, creativity critical thinking, decision making, leadership and academic achievement. But the present study is the first of its kind in this regard.

Finally, the present study assumes greater significance because it differs from the rest of the studies in terms of population and sample. It is also found from the above studies that none of them directly deal with emotional intelligence, modernity and personality development among high school students.