

Impact of Socio-Economic Status and Personality on Teaching Competency of Secondary School Teachers

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Certificate of Originality

The research work embodied in this thesis entitled “**Impact of Socio-Economic Status and Personality on Teaching Competency of Secondary School Teachers**”, has been carried out by me from the Department of Education, under the School of Arts, Humanities and Social Sciences at Central University of Haryana, Jant Pali Mahendergarh, Haryana, India. The manuscript has got plagiarism checked by **Turnitin software, submission ID-1359305569 and Urkund, submission ID 76612632**. The similarity index is below accepted norms. I declare that the work and language included in this thesis is free from any kind of plagiarism.

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सारांश

शिक्षा के क्षेत्र में, शैक्षणिक मनोविज्ञान मुख्य रूप से इस विश्वास को ले जाने के लिए व्यावहारिक है कि इसे अनुभवजन्य और माप उन्मुख होना चाहिए। हालांकि पिछले दो दशकों में अन्य संज्ञानात्मक और मानवतावादी दृष्टिकोणों को भी शामिल किया गया है और कुछ हद तक मानसिक और मानसिक स्वास्थ्य के क्षेत्र में मनोविश्लेषण भी बहुत अधिक है। एक शिक्षाविद ने कहा है कि एक महान शिक्षक अपने शिक्षार्थियों की जरूरतों के प्रति बहुत संवेदनशील होता है। शिक्षक पूरी तैयारी के साथ प्रथम श्रेणी में आते हैं और वर्ष के पूरे पाठ्यक्रम या पाठ्यक्रम को समझाने का प्रयास करते हैं। सक्षम शिक्षक न केवल वह होता है, जो सामग्री का सही ज्ञान रखता है, बल्कि बहुत धैर्य भी रखता है। वर्तमान शोध "माध्यमिक विद्यालय के शिक्षकों की शिक्षण क्षमता पर सामाजिक-आर्थिक स्थिति और व्यक्तित्व के प्रभाव" पर है। इस शोध में सामाजिक आर्थिक स्थिति (SES) "शिक्षकों के कार्य अनुभव के कुल माप का एक आर्थिक और समाजशास्त्रीय संयोजन है और लोगों के संबंध में उनके परिवार की आर्थिक और सामाजिक स्थिति। यह घरेलू आय, शैक्षिक योग्यता और व्यवसाय पर आधारित है। यहां सामाजिक-आर्थिक स्थिति व्यक्तियों की अपनी विशेषताओं का आकलन है। हालांकि, सामाजिक-आर्थिक स्थिति शब्द का उपयोग आमतौर पर समाज / कार्य स्थान में आर्थिक अंतर को चित्रित करने के लिए किया जाता है। व्यक्ति के स्थान को परिभाषित करने के लिए सामाजिक-आर्थिक स्थिति को तीन स्तरों (उच्च सामाजिक-आर्थिक स्थिति, मध्य सामाजिक-आर्थिक स्थिति

और निम्न सामाजिक-आर्थिक स्थिति) में विभाजित किया गया है। यहाँ तीन चर में व्यक्ति के आय, शिक्षा और व्यवसाय का मूल्यांकन किया। इस अध्ययन में व्यक्तित्व को व्यवहार, अनुभूति और भावनात्मक लक्षणों के विशिष्ट सेट के रूप में परिभाषित किया गया है जो एक शिक्षक में देखा जा सकता है। यहाँ क्लास रूम और स्कूल कैंपस के भीतर की प्रेरणा और मनोवैज्ञानिक अंतःक्रियाओं पर ध्यान दिया गया। शिक्षक का व्यक्तित्व बच्चों के दृष्टिकोण और योग्यता को प्रभावित करता है। एक शिक्षण योग्यता सामग्री ज्ञान, शिक्षण कौशल और इसके कार्यान्वयन से कुछ अधिक है। यह सबसे उपयुक्त मनोसामाजिक संसाधनों को जुटाकर जटिल जरूरतों को पूरा करने की क्षमता का परिचय देता है जिसमें एक विशेष संदर्भ में शिक्षण कौशल और शिक्षण दृष्टिकोण शामिल हैं। “एक शिक्षक को उत्कृष्टता की खोज के लिए योग्यता आवश्यक है। शिक्षकों के लिए स्पष्ट दृष्टिकोण के संकेत निम्नलिखित हैं: शिक्षक सीखने के लिए सीखने के क्षेत्र का चयन करता है, शिक्षक सफलता के लिए मानदंड निर्धारित करता है, और शिक्षक पाठ से पहले मानदंडों को शिक्षार्थियों को सूचित करता है। शिक्षक शिक्षार्थियों के ज्ञान / कौशल के सफल उपयोग को प्रदर्शित करता है। मॉडलिंग के माध्यम से शिक्षक शिक्षार्थियों के अधिग्रहण का मूल्यांकन करता है। यदि आवश्यक हो तो शिक्षक ज्ञान / कौशल प्राप्त करने के लिए उपचारात्मक अवसर प्रदान करता है। (आर्चर और ह्यूजेस 2011, नाइट, 2012)। इस शोध अध्ययन में माध्यमिक शिक्षा के शिक्षकों का मतलब है कि माध्यमिक विद्यालय में काम करने वाले व्यक्ति जहाँ वे शिक्षार्थियों

को इतिहास,अंग्रेजी,विज्ञान या गणित जैसे किसी विशेष आवंटित विषय पढ़ाते हैं। निष्कर्ष यह है कि सामाजिक आर्थिक स्थिति और शिक्षण योग्यता के अलावा शैक्षणिक उपलब्धि के लिए जिम्मेदार विभिन्न अन्य कारक हैं। आईसीटी एक महत्वपूर्ण भूमिका निभाता है और यह शिक्षकों को सक्षम भी बनाता है। सूचना संचार प्रौद्योगिकी प्रयोगशाला में विभिन्न उपकरणों का उपयोग किया जाता है जिनका उपयोग शिक्षण अधिगम प्रक्रिया के दौरान किया जा सकता है। शिक्षक अधिकांश उपकरणों का उपयोग कर रहे हैं। इस क्षेत्र में कंप्यूटर का उपयोग बहुत आम है। भारतीय कक्षा में हर कक्षा में कंप्यूटर उपकरण नहीं होते हैं। स्कूलों में एक अलग लैब है जहां पर्याप्त संख्या में कंप्यूटर लगाए गए हैं। स्कूली छात्र अपने साथ लैपटॉप नहीं रखते हैं। इसलिए शिक्षक आईसीटी अवधि के दौरान ही कंप्यूटर के माध्यम से पढ़ाते हैं। एक अन्य उपकरण मोबाइल फोन है जो आमतौर पर शिक्षार्थियों द्वारा उपयोग किया जाता है। लेकिन शिक्षार्थियों को अपने मोबाइल फोन को कक्षा में लाने की अनुमति नहीं है। मोबाइल फोन में विभिन्न विशेषताएं होती हैं। उदाहरण के लिए टाइमर, कैलकुलेटर, घटनाओं की तस्वीरों को क्लिक करना और उन्हें संपादित करना, व्याख्यान की रिकॉर्डिंग, शॉर्ट सर्विस मैसेज (एसएमएस) के माध्यम से जानकारी, प्रशासनिक ढाँचे के लिए उपयोग, सीखने की सामग्री, ई मेल जैसे उपयोग करने के लिए बहुत आसान हैं। iPad वह डिवाइस है जिसका उपयोग रिकॉर्डिंग, म्यूजिक, डाउनलोड और ट्रांसफर फाइल्स, डिक्शनरी आदि के लिए किया जा सकता है। डिजिटल कैमरा, टैबलेट डिवाइस, प्रोजेक्टर, टेलीविजन, रेडियो, और टेप

रिकार्डर का उपयोग शिक्षण के दौरान कक्षाओं में किया जा सकता है। फिर हमारे पास इंटरएक्टिव व्हाइटबोर्ड है। इंटरएक्टिव व्हाइटबोर्ड के माध्यम से शिक्षण बहुत आसान और सुखद हो जाता है। इंटरएक्टिव व्हाइटबोर्ड में बहुत सारी विशेषताएं हैं। इंटरएक्टिव व्हाइटबोर्ड का उपयोग करके शिक्षक की शिक्षणक्षमता बढ़ती है। शिक्षक इंटरएक्टिव व्हाइटबोर्ड के हार्डवेयर में अपने विषय का बहुत डेटा रख सकते हैं। इसे जोड़ा जा सकता है। यह सब दिखाता है कि शिक्षण योग्यता सामाजिक-आर्थिक स्थिति और शिक्षकों के व्यक्तित्व पर निर्भर नहीं है बल्कि शिक्षा के क्षेत्र में हाल के विकास के शिक्षकों द्वारा जागरूकता और रुचि को भी दर्शाती है।

Abstract

In the field of education, academic psychology has been predominantly behavioristic carrying the belief that it has to be empirical and measurement oriented. However in the last two decades other cognitive and humanistic perspectives have been incorporated as well and to some extent also psychoanalysis of course much more in the domain of consoling and mental health. One educationist said, that a great teacher is very sensitive to their learners needs. Teacher moves into the first class with full preparation and try to explain the entire syllabus or curriculum of the year. Competent teacher is not only he who keeps a sound knowledge of the content but also keeps lot of patience. The present research is on “Impact of Socio-Economic Status and Personality on Teaching Competency of Secondary School Teachers”. The explanation of the used terms are essential to discuss. Socioeconomic status (SES) in this research is “an economic and sociological combination of total measure of a teachers work experience and their family's economic and social position in relation to the people belongs to that society. It is based on household income, educational qualification, and occupation. Here the socio-economic status is individuals own attributes are assessed. However, the term socio-economic status is very commonly used to depict an economic difference in society/ work place as a whole. Socioeconomic status is divided into three levels (high socio-economic status, middle socio-economic status, and low socio-economic status) to define the place of an individual. Here the three variables assessed individual' sin come, education, and occupation”. Personality in this study is defined as the characteristic set of behaviors, cognitions, and emotional traits that can be seen in a teacher. Here the

motivation and psychological interactions within the class room and school campus taken into consideration. The teacher's personality effects the attitude and aptitude of the children. A teaching competency is something more than content knowledge, teaching skills and its implementation; it acquaint the ability to complete complex needs by mobilizing the most appropriate psychosocial resources which includes teaching skills and teaching attitudes in a particular context. "Competency is essential to an educator's pursuit of excellence. The following are hallmarks of an explicit approach for teachers: Teacher selects the learning area to be taught, Teacher sets criteria for success, and teacher informs Learners of criteria ahead of the lesson, Teacher demonstrates to the learners' successful use of the knowledge/skills through modeling, Teacher evaluates learners acquisition, Teacher provides remedial opportunities for acquiring the knowledge/skills, if necessary and Teacher provides closure at the end of the lesson". (Archer & Hughes, 2011; Knight, 2012). In this research study the Secondary education teachers means in this research is the one who work in high schools/ Secondary school, where they teach Learners a particular allotted subject, like history, English, science or mathematics. Teachers have a qualification of B.Ed. Findings are that there are various other factors responsible for the academic achievement other than the socioeconomic status and teaching competency. ICT plays an important role and also it makes teachers competent. There are various devices used in Information Communication Technology Laboratory (ICT) which can be used during teaching learning process. Teachers are using most of the devices. The use of computer is very common in this area. In Indian classroom every class does not have furnished computer devices. Schools have a separate lab where adequate number of computers were installed. School students do not keep laptop with them. Therefore teachers

teaches via computer only during the ICT period. One another device is Mobile phones which is very commonly used by the learners. But learners are not allowed to bring their mobile phones into the classroom. Mobile phones have various features which are very easy to use like timer, calculator, clicking of photos of the events and also editing them, recording of lectures, information via short service messages (SMS), use for administrative purposed, learning material, E Mail checking, reminder for homework, surfing from internet explorer, *use dictionary* and many more. *IPADS is the device which can be used for recording, play music, download and transfer files, use dictionary etc.* *Digital Cameras, Tablet devices, projectors, television, radio, and tape recorders can be used in the classrooms during teaching.* Then we have Interactive Whiteboard. Through Interactive Whiteboard teaching becomes very easy and enjoyable. A lot of features are there in the Interactive Whiteboard (IWB). Teacher's competency increases using Interactive Whiteboard. Teachers can even stole lot of data of their subject in the hardware of Interactive Whiteboard. It can be connected with wifi. This all shows that teaching competency is not depend on socioeconomic status and personality of the teachers but also the awareness and interest taken by the teachers of recent development in the field of Education.

Certificate of Declaration

This is to certify that the material embodied in the present work entitled “**Impact of Socio-Economic Status and Personality on Teaching Competency of Secondary School Teachers**”, is based on my original research work. It has not been submitted in part or full for any other diploma or degree of any University/ Institution deemed to be University and College/ Institution of National Importance. References from other works have been duly cited at the relevant places.

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Ph.D. Scholar

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Chapter 1

Conceptual Framework

1.1 Conceptual Framework

“All men differ from each other since neither environment nor disposition can ever in any two men be the same or alike”.

By - Robert Bridges, Testament of Beauty

Socio-economic Status (SES) is a combination of economic and social status of a person where the nature of the work of single person or all the members of the family economic condition with respect to revenue and social status in the society is consider. Here in socio-economic status is based on occupation, income and education. When analyzing all the members of the family socio-economic status, all the members of the family income, all the members of the members of the family education, and family member's occupation are taken into consideration. Here the individual and combined income assessed. Personality is another factor which reflects and affects the various teaching competency areas. It has a close relation to the socio-economic status which is divided into three areas like high, middle and low socio-economic status. Education in higher socio-economic status families are well structurally seen. This can be seen at both the places; in house and in local community. In very poor and slum area of the country; education is at the very far of sight because people are concern with their bread and butter.

Additionally, mental and physical health problems can be seen where the income range is low and somehow the education is seems to be little bit more. The physical health problems could be respiratory viruses, arthritis, coronary disease, whereas mental health problems could be schizophrenia. Mental Health is more than the simple absence of mental issue. The positive measurement of psychological well-being is described in World Health Organization (WHO) that Wellbeing is type of condition of have physical prosperity, mental prosperity and social prosperity and not only the nonattainment of malady or ailment". Concepts of psychological wellness incorporate subjective prosperity; saw self-adequacy, self-sufficiency, skill, intergenerational reliance and acknowledgment of the capacity to understand one's scholarly and passionate potential. It has additionally been characterized as a condition of prosperity whereby people perceive their capacities, which can be adapted to the

typical worries/ anxiety of life, benefit of work and productively, and take a commitment to their groups. These all conditions may be due to work environment at their office/department or the situation of illnesses or mental illness. Socio- economic status is usually measured with the combinations of more than one variable such as education, income and occupation. By seeing it through social class perspectives, their major issues such privilege, power and control are emphasized. Hence Socio-economic status becomes relevant at every sphere of behavioral and social science research practices and also education and law. Therefore, Social economic status and its correlates not only affect the individual but society as a whole. Learners in India often face one of the highest rates of poverty. Whereas inequality and in-equity in wealth and resource, distribution has given rise to the quality of life for a marginal Secondary of the society. Hence, the mass of the society develops and shows differing attitudes leading to frustration which directly or indirectly affects self-concept and scholastic achievements of the Learners. This is why Social economic status affects the day today functions of a person in varied ways and determines the social positions a person. Here the variables of social positions are dynamic and are responsible for social change. It has a variety of choices, ample of time, varied region, effective family culture, good paying capacity and other attributes of people. In the developing economy of the country, implementation of New Pay Scales in every ten years is a big thing where policy changes the pay scales, technological gadgets came into market, and impact of both print media and electronic media. Here education has made many changes in every sphere of society. This is why the study of Socio-economic status becomes important with regard to research.

Table No 1: Department of Education, Details of Educational Institutions

HARYANA AT A GLANCE										
EDUCATION										
No. of Recognised Educational Institutions	Unit	1966-67	1970-71	1980-81	1990-91	2000-01	2010-11	2011-12	2012-13	2013-14 (P)
Colleges										
Art & Science	Number	40	65	98	120	150	190	192	208	216
Engineering	Number	1	1	1	2	25	155	155	161	161
Schools										
High/Senior Secondary	Number	597	975	1473	2356	4138	6771	6983	7060	7338
Middle	Number	735	760	881	1399	1887	3439	3610	3483	4102
Primary/Pre-Primary	Number	4449	4207	4961	5136	11040	14004(R)	14469	14025	14947
	Unit	1966-67	1970-71	1980-81	1990-91	2000-01	2010-11	2011-12	2012-13	
Number of Students In										
Classes 1-5 @	Lakh	8.11	8.59	12.45	16.15	20.18	22.84	24.44	25.49	
Classes 6-8	Lakh	2.47	3.36	4.77	7.26	9.51	12.50	12.81	13.81	
Classes 9-12	Lakh	1.00	1.67	1.77	3.97	8.20	14.27	14.09	14.09	
No. of Teachers	Number	32474	40417	55512	77495	114338	150631	156410	173753	
P - Provisional R - Revised @ Excluding Pre-Primary										
Source: Department of Economic and Statistical Analysis, Haryana, Publication No. 1101/2015										

Krieger (1997, p.345) of socio-economic position paper, “An aggregate concept that includes both resource-based and prestige based measures, as linked to both childhood and adult social class position. Resource-based measures refer to material and social resources and assets including income, wealth, educational credentials; terms used to describe inadequate resources include poverty and deprivation. Prestige-based measures refer to persons rank or status in a social hierarchical society, which is typically evaluated with reference to person’s access to and consumption of goods, services, and knowledge, as linked to their occupational prestige, income, and education level”. “Socio-economic status (SES) is defined as a measure of one's combined economic and social status and tends to be positively associated with better health. This entry focuses on the three common measures of socio-economic status; education, income, and occupation. I include definitions, theoretical background, and empirical support for each of these SES indicators and their relationship with health. SES is generally thought to influence health through three avenues: (1) SES influences health through the ability to purchase health promoting resources and treatments; (2) socialization of early health habits and continuing socialization of health habits differs by SES; and (3) it has been posited that, rather than SES influencing health, health influences SES – less healthy individuals complete fewer years of school, miss more work, and earn lower incomes”.

1.2 Definitions of Personality

Gordon W. Allport in his book *‘Personality a Psychological Interpretation’*, after examining 50 definitions of personality, arrived at the following definition:- Personality within the individual is the dynamic organization to determine his unique adjustments to his environments for those psycho-physical systems that.

From this definition following conclusions can be drawn:-

- Personality is dynamic and not something static, fixed and permanent.
- Personality represents an interaction between inherited potentialities and environmental influences.
- The question of ‘uniqueness’ of personality is in need of ‘further clarification.

But an individual is not unique in everything.

Kluckhohn and Murray Point out that

Every man, in one or other respects, is

- Like all other men: The person is like all other men when other thing remains same that his responses are affected by ordinary/common biological heritage.
- Like some other men: The person is like some other men if he belongs to the same cultural group when other thing remains same and performs a similar role in society.
- Like no other men: The person is unique because no other person undergoes exactly the same sequence of experiences when other thing remains same.
- “Personality is everything that makes you an individual. *Personality is far too complex a thing to be trussed up in a conceptual straightjacket.* Personality is biology, experience, and behavior, manifested in a unique individuality”.
- “Personality is the integration of all of an individual's characteristics into a unique organization that determines, and is modified by his attempts as adaptation to his continuously changing environment”.
- "Personality is the relatively stable organization of a person's motivational dispositions, arising from the interaction between biological drives and the social and physical environment".
- “Personality is the sum of activities that can be discovered by actual observations over a long enough period of time to give reliable information”.
- “Personality refers to deeply ingrained patterns of behavior, which include the way one relates to, perceives and thinks about the environment and one self”.
- “Personality is the entire mental organization of a human being at any stage of his development. It embraces phase of human character: Intellect, temperament, skill, morality and every attitude that has been built up it course of one’s life”.
- “An individual’s pattern of psychological processes arising from feelings, thoughts, motives, and other major psychological function. Personality is expressed through its influences on the body, in conscious mental life, through the individual’s social behavior”.

- “Personality refers to person’s characteristic patterns of feelings, thought, emotion and behavior together with the psychological mechanisms hidden or not behind those patterns. Here this definition means that among their colleagues in other subfields of psychology, those psychologists who study personality have a unique mandate to explain whole persons”.

To sum up, personality includes unique pattern of traits and attitudes characterizing any specific person. In short, it includes that unique patterning of charactering that constitute Hitler, Churchill. Madam Curie, Gandhi, Nehru, C.V. Raman, Dr. H.G. Khorana, a grocer, a sweeper in Calcutta, a factory worker in Ludhiana, a clerk in Chandigarh.

1.3 Factors of Personality

Various influences which affect the development of personality of an individual can be classified under three categories.

- Physique
- Chemique
- Environmental Influences.

Physique.

In physique are included such factors as the appearance, strength, body-build, bodily proportions coloring and physical beauty. These factors in themselves have no value as clear indicators of what an individual’s personality is, but they may have indirect influence on the development of personality. The child both physically and psychologically are actual deformity handicaps. Fewer physically challenged develop into normal personalities. Health plays a very significant role in early years when there was competitions organized to improve and inculcate many values. Even in the years when person is with tough constitution and quite young is at an advantage in maintaining all kinds of an aggressive attitude towards society, personal life and preserving his emotional balance.

Chemique

The effects of the ductless glands on the personality development is because of Chemique reaction. Duct glands are small organs which change chemical substances from one form to another in the body. These glands are of two types (a) duct glands, (b) ductless glands. Ductless glands release hormones/ chemical substances into the

blood stream which carries them to all parts of the body. These ductless glands are also called endocrines.

Functions of Different Ductless Glands

Some of the important ductless glands with their location and functions are as follows:

- (i) **The Pituitary Gland:** The tiny pituitary gland, no larger than the end joint of our little finger, lies at the bottom of the brain. Various important hormones Secreted by this gland are:-
 - a Adreno-Cortico-tropic hormone (A C T H) stimulates the cortex and adrenal glands.
 - b The Thyrotropic hormone is a thyroid stimulating hormone. It regulates both the size and the activity of the thyroid gland.
 - c The Somato-tropic hormone is often called the growth hormone. It has important influence on how tall we are and how much taller we will grow.
 - d The Gonadotropic hormone stimulates the reproductive or sex hormones. This in turn brings changes in physical, mental and emotional characteristics of the body, during the adolescent years.
- (ii) **The Thyroid Gland:** This is the best understood of all the ductless glands. It is located near the wind pipe. The hormone Secreted by this gland is called Thyroxin which contains 65 % of iodine. If this gland is overactive, it results in nervousness, restlessness, dizziness and difficulty in sleeping. If there is thyroid deficiency in a baby, his whole body is affected. The face swells, the lips enlarge and tongue becomes thick and abdomen enlarges and tongue becomes thick and abdomen enlarges. The arms and legs do not grow much in length but one becomes short and thick. These are the characteristics of cretins, the misshapen, feeble minded dwarfs. If a thyroid stops working entirely during adult life, a disease called Myxedema may result. This causes coarsening of the features and swollen eye-lids, thickening and drying of skin, falling out of hair, low body temperature, lethargy and sleeping without apparent cause. The thyroid gland is regulated by pituitary gland which does so by Secreting thyrotrophic hormone as stated earlier. The thyrotrophic hormone Secreted by pituitary gland acts on the thyroid gland to increase its activity. In turn, thyroxin Secreted by thyroid gland suppresses over acting pituitary gland. This way a balance between the Sections of these two glands is maintained.

(iii) **The Adrenal Gland:** At the top of kidney are two members of ductless gland family- the adrenal glands. The cortex is the outer part of an adrenal gland. The inner part is medulla. These two parts produce different hormones. The adrenal cortex secretes cortin- a complex mixture of hormones. One hormone in this mixture helps regulate salt and water balance in the body. The destruction of adrenal cortex results in a disease called Addison's disease the indications of which are lack of sex interest, progressive weakness, poor judgment etc. The adrenal medulla secretes a hormone called adrenal which motivates the release of blood sugar from the liver to provide more energy in emotions. It also stimulates the heart, which pumps faster and this provides more blood to the whole body. This explains why at times we show super human strength.

(iv) **Sex Glands or Gonads:** These glands are responsible for the sex drive or urge. Hormones released by male productive organs are called 'Androgen' and those released by female reproductive organs are called 'Estragon' and 'Progesterone'. The hormones of male and female sex glands influence the growth of the characteristics that differentiate the male from the female i.e. Voice, shape of body, distribution of hair on body or on face etc. All these are called Secondary sex characteristic. The effects of the sex glands on emotions, personality and behavior become especially significant when adolescence is reached the interest of adolescent boys and girls in each other causes many problems of adjustment and sex drive becomes most dominant of human forces. All these ductless glands are inter-dependent. This presents a picture of inter locking activities of glands, stimulating one another, inhibiting one another, compensating one another. The person who is of profound imbalance in his ductless glands are rarely happy or rarely well adjusted. They suffer from apathy, the anxiety and rest lessens, fatigue, irritability etc.

The knowledge of glands and their working has an added significance for the teacher. The teacher can spot out those cases where the glands are not working properly and report those unlucky children. He can also suggest suitable doctors for these cases. His duty does not finish here. He should follow up those cases and see to it that such children are getting due treatment.

(a) To the adolescents, he must speak or get someone to speak on the functioning of the sex glands. It is very essential for the mental health of the adolescents. Most of us develop perverted personalities in this age when we have wrong notions and

attitudes towards sex, and much depends on the information which when denied is collected the adolescents themselves from most unreliable sources. So a lecture to them on the functions of sex glands will keep them on the track and will help them develop guilt-free personalities.

(b) And lastly, there must be periodical medical check-up in the school done by a qualified doctor and not by dispensers or compounders. The case must be then vigorously followed up and an eye be kept upon them. Sometimes, the parents are not in a position to get their child treated. In such cases, the State can help.

1.4 Home as a factor influencing Personality

Various factors which influence personality in a home are:-

- (i) Parental attitudes toward their children.
- (ii) To get a male child in Indian society leads to many untendered practices. Mostly parents have often strong preferences for boys in our country. This complicates life for many girls.
- (iii) Parental ambitions: - Over ambitious parents wants their children achieve something which is beyond their capacities. The result is failure and loss of self-respect, feelings of guilt and shame.
- (iv) Death of a parent, much depends upon the age of the child and events in the house. Very young infants may be severely damaged by loss of their mothers, especially if no loving person takes her place in meeting the baby's needs. Adolescents, who understand the meanings of death, may show extreme reactions.
- (v) Step parents, divorces and separation. These factors also influence a child's personality because all these changes mean denial of emotional needs like affection, sense of belongingness etc.
- (vi) Other adults. Grandparents, uncles and other near ones also influence the child. For adolescents, problem may arise because old people may have a taste for developing standards of life very different from those of their parents.
- (vii) Others factors like birth of a sibling, relationship with siblings, relationship with siblings, position in the family, being only children, number of children in family, education of parents, and socio-economic status of parents effect the personality of the child/learner.

To put all these factors in the home very briefly, we can say that attitude of parents towards themselves and toward their children influences the personality of the child. Homes full of divorces, desertions, and discords lead to many unhealthy aftereffects. If children are taken as punishment of God, this leads to disastrous results.

Techniques of rearing children such as breast versus bottle feeding, early versus late weaning; severe versus permissive toilet training have to do a lot in shaping the personality.

1.5 School as a factor influencing Personality

Various factors in the school are;

- a. Curriculum being followed.
- b. Methods of teaching adopted.
- c. Nature of co-curricular activities.
- d. Nature and techniques of discipline.
- e. General atmosphere of the school.
- f. Teacher's personality.

The Larger Environment as a Factor Influencing Personality: No family lives in vacuum; all are being acted upon by social forces. These influence the family pattern and thus, indirectly, the development of children. Some of the factors are,

- (i) Religion-of surrounding people.
- (ii) Housing-the size and location of home.
- (iii) Mobility of family. A child whose family moves a great deal has some special problems to face. The one who spends his entire life in the same neighborhood and in the same school may have a more secondary and social life. Mobile children may feel greater in Secondary unity in life. In each move, the comfortable routines of life are shattered. The ties with people, places, and things are broken and new ones have to be formed.

(a)**Cultural Differences:** The child a social influence on him of the cultural diversities and cultural differences. Because of the interaction between individual people having individual characteristic keeps and celebrate individual cultural events. This all is possible because of interaction between individual personalities and their cultural background.

1.6 Approach to the Development of Personality

We are to understand that development of personality is not automatic. The person does not unfold himself of his own. The development of personality is a deliberate and conscious process. It is through learning that the person unfolds himself. After having understood this we are to note that development of personality has got two aspects Physical or Biological or Physiological and Psychological or Mental. As far as first aspect i.e. Biological aspect is concerned, it goes on smoothly if the glands function well and the person gets good food. The two thus is primarily of the parents. The important glands have been discussed. The teacher cannot do much in this connection. Our real concern is with the psychological aspect. Psychologically, by development of personality we understand the ability to adjust to the environment. Development of personality here is synonymous with adjustment of personality. And a person has to adjust to various situations in life which vary from person to person. But there are some situations which are common to all. These common situations are technically known as *development tasks*, Let us know those tasks at each age group which cull for speedier adjustment and hence development of personality.

Age group	Tasks
<i>At Birth</i>	(i) <i>Shock of being born.</i> (ii) <i>Taking over the responsibility of breathing & feeding.</i> (iii) <i>Adjustment to environment i.e. temperature etc.</i>
<i>At Babyhood</i>	(i) <i>Weaning.</i> (ii) <i>Toilet training.</i> (iii) <i>Appearance of a new baby and the jealousy thereof</i> (iv) <i>Social development reaction to guests.</i>
<i>At Childhood</i>	(i) <i>Going to school.</i> (ii) <i>Friends in the school.</i> (iii) <i>Home task.</i> (iv) <i>Teachers.</i> (v) <i>Being Away from home and mother.</i>
<i>At Adolescence</i>	(i) <i>Choice career and subjects in school.</i> (ii) <i>Sex.</i>

(iii) Sentiments.

(iv) Independence from parents.

The teachers are called upon to help children to overcome and adjust to the above tasks which will lead to better development of personality.

Freud's views on the Development of Personality: By far the most influential theory of personality has been advanced by the great psychoanalyst Sigmund Freud. The personality is constructed of three main systems i.e. the Id, the Ego, the Superego. These three systems of psychological forces, dynamically inter-acting with one another, produce the personality the individual possesses. The Id is the original system, out of which gradually evolve the other two. The Id here he says that the sole resource of all type of Psychic Energy (libido) and this Psychic Energy drives the organism. The Id impulses are primitive blend, irrational and demand for immediate gratification (the pleasure principle). In seeking to satisfy Id impulses, the organism must cope with the realities of the external world, As a consequence, there emerges the Ego, a system of forces that guides an individual by reason. In expressing basis impulses, the individual may run afoul of the rules and values of his society. These rules and values are made clear to the child by rewards and punishments delivered by his parents for his conduct. The forces of the Id, Ego and Superego are often in conflict and this leads to the arousal of anxiety. The person develops characteristic ways of reducing the anxieties and these characteristic ways constitute a distinctive aspect of the personality structure of the individual.

Development Stages

Freud conceived the process of personality development as a continuous one. He believed that there is a characteristic sequence of stages through which the child passes. Individual differences in adult personality are attributed to the specific manner in which the person experiences and handles the conflicts aroused in these stages.

In oral stage the first stage of life, if there is inadequate gratification, anxiety or in Security surrounding the child, this may give rise to adult personality having traits like dependence, passivity, greediness etc.

In the anal stage, the Secondary and third years, the child concentrates mainly on anal activity. As a result of sever parental pressures on toilet training the child comes to develop permanent drives towards conformity and over-control.

In the phallic stage the child's interest turns to the sexual organs and to the pleasures associated with them. At this stage occurs what Freud called the Oedipus complex. Girls and boys identify themselves with their fathers and mothers respectively.

These stages are followed puberty during which the adolescent experiences a shift in interest away from himself as the primary object to other people. Thus heterosexual attachments (attraction towards the opposite sex) emerge, and the person gradually comes to acquire interests in mature life activities.

1.7 Personality Types

“Theories adopting the type approach advocate that human personalities can be classified into a few clearly defined types and each person, depending upon his behavioral characteristics somatic structure, blood types, fluids in the body or personality traits can be described as belonging to certain type. Based on such approach the physician of ancient India broadly categorizes all human beings into three types, this classification was based on the three basic elements of the body such as Titt (Bile), Vat (Wind) and Kuf (mucus) an almost similar approach was followed by the Greek physicians like Hippocrates, one of the great disciples of great philosopher Aristotle after that many more scholars and psychologists tried to divide people into types depending upon their on specific criteria”.

1 According to Trotter, there are two types of persons-

- (i) Stable minded
- (ii) Unstable minded.

2 According to Adler

- (i) Inferior
- (ii) Superior.

3 According to Freud

- (i) Oral type
- (ii) Anal type
- (iii) Phallic type.

4 According to Jung

People fall into two opposed types of Introverts and Extroverts with an intervening type of Ambient as suggested by Jung. Extroversion implies interest in

external things; whereas introversion implies that the interest is directed inward to one self, one's thoughts and dreams.

An Introvert limits his acquaintances to a few. He is very sensitive and suspicious of the motives of others. He is unsocial and likes solitude, and prefers to remain in a backward position on social occasions. Being sensitive, he is easily embarrassed and avoids anything like public speaking. He is shy, reserved and in a way self-centered.

An Extrovert on the other hand, is social and sociable. He tries to make friends and very soon creates a circle of friends round himself. He prefers to work in company with other people rather than to be alone or work alone. He is talkative and may even be fond of public speaking. He is proud and self-assertive. He generally takes things lightly and never feels embarrassed. He does not worry over things. Saints, philosophers, poets, scientists are generally introverts whereas, reformers, preachers, propagandists, scouts and social servants are, as a general rule, extroverts.

Ambiverts: But it is very difficult to draw a hard and fast line between extroverts and introverts. The two types are not, as if, two water tight compartments, an individual may appear to be an extrovert for one point of view and introvert from another. Thus very few fall in this group or the other while the fact is that most of us belong to the third group of Ambiverts. Ambiverts are partly introverts and partly extroverts. They have a liking for people as well as a liking for thought and absorption. A salesman is an extrovert for he is interested in people but he may have liking for thoughts i.e. may have a leaning for introversion as well. Thus the theory of types is not sound, for we cannot place majority of the people in one or the other group exclusively.

Spranger

“He has classified people in six ideal value type:

1. *The Theoretical: Dominant interest is discovery of truth Seeks to observe reasons. Chief aim of life is to systematize his knowledge.*
2. *The Aesthetic: Dominant interest in form and harmony. Believes that beauty is great truth.*
3. *The Economic: Dominant interest is what is useful. Believes in practice rather than in theory.*
4. *The Social: Dominant interest is love of people. A warm and humane outlook.*
5. *The Political: Dominant interest is power, Aim to gain influence and become leader.*

6. *The Religious: Dominant interest in comprehending the unity of the universe”.*

Very few people would seem to fit such ‘ideal’ values in a pure fashion. Most people would have a mixture of these values with one or more as primary and others Secondary. These are the various artificial type of categories. This harsh judgement is unavoidable in the face of conflicting claims of various theorists. Every theorist of human nature in any way who was chosen and finds only his own cuttings worthy of admiration.

According to Hippocrates Classification

According to the Hippocrates “human body consists of four types of humors or fluids- blood, yellow bile, phlegm (mucus) and black bile. Predominance of these four types of fluids in person’s body which gives him a kind of unique temperamental characteristics that leads to a particular/specific type of personality”.

1. **Sanguine:** these people have the dominance of the fluid blood in their body. The characteristics of these people are like hearted, optimistic, happy, hopeful and accommodating.
2. **Choleric:** these people have the dominance of fluid yellow bile in their body. The characteristics to these people are being irritable, having anger but very passionate and very strong with active thoughts and imagination.
3. **Phlegmatic:** these have the dominance of the fluid phlegm (mucus) in their body.

These people are having a characteristic of cold, slow or sluggish, calm and indifferent.

4. **Melancholic:** these people have the abundance of the fluid black bile in their body. People belonging to this personality type are deplorable, dejected, pessimistic, sad, bad tempered, depressed, and self-involved.

Kretschmer’s Distribution: He distributed/divided/classified all people into certain types of biological factors of their physical structure.

1. **Pyknic:** the people belonging to this personality type have fatty bodies. These people are sociable, jolly, easy going and good natured.
2. **Athletic:** these people having a balanced body. These people are energetic, optimistic and adjustable.

3.**Leptosomatic:** these people are lean and thin, the characteristics which these people are having. Unsociable, preserved, shy, sensitive, pessimistic.

Sheldon's Classification: Sheldon has classified the behavior of human beings into certain which seems to be specific classification as per their physical structures and some of their temperamental characteristics.

1. **Endomorphic:** these persons are having highly developed views. But it has weak somatic structure. These people are very easy going social and affectionate one.
2. **Monomorphic:** These persons have balanced development of viscera and somatic structure. These people are performing and working out are nurtured for muscular activities, self-assertive, risk of love and different kinds of adventure.
3. **Ectomorph:** Those people who have undeveloped Viscera and weak somatic structure. These people are very much pessimistic, unsociable and isolated or reserved.

1.8 Personality Traits

Traits which are considered for building blocks can also very effective personality because personality is taken into consideration of various types of traits. The personality traits are relatively permanent and having consistent general behavior patterns of an individual. Traits are the basic and fundamental unit of one's personality which can be observed through various observation in a variety of situations. According to Trait theorists they recognize that different traits are relevant to different settings. No one imagines that people will performance in a way that is indifferent to social contexts. Costa and McCrae observes: personality traits are postulated to be endogenous disposition whose origin and development are independent of environment influence.

1.9 Definitions of Traits

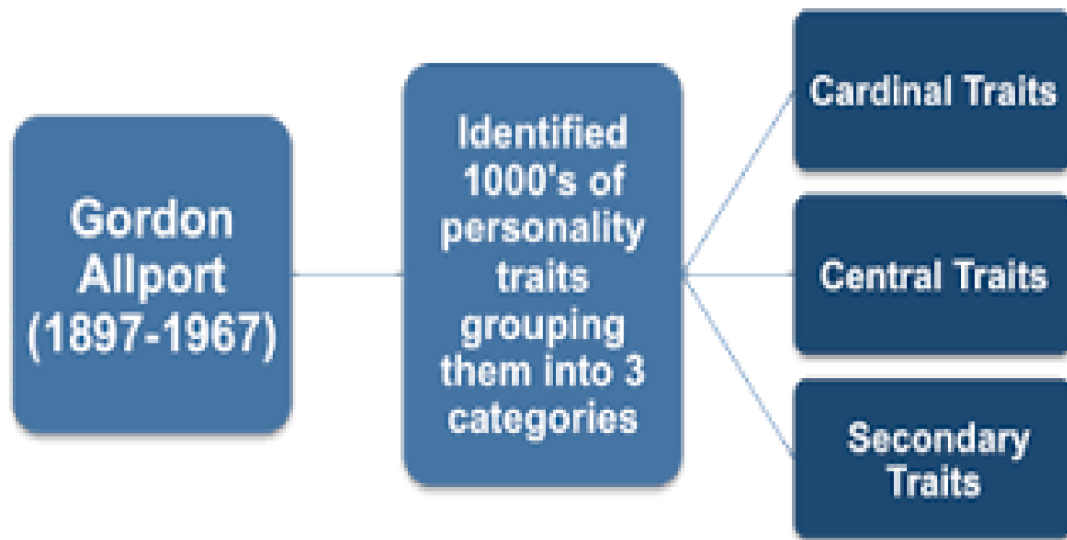
1. **According to Pervin, L. & John, O. (1999),** "Traits are the consistent patterns of thoughts, feelings, or actions that distinguish people from one another. Traits are basis tendencies that remain stable across the life span, but characteristic behavior can change considerably through adaptive processes. A trait is an internal characteristic that corresponds to an extreme position on a behavioral dimension".

2. **According to Nausheen, Adenwalla (2007),** “Traits are distinguishing qualities or characteristics of a person. Traits are a readiness to think or act in a similar fashion in response to a variety of different stimuli or situations”. Philosopher Hippocrates described four humors phlegm, blood, black bile and yellow bile. According to Hippocrates these were the reproductions of four cosmic elements earth, water, air and fire. Each of which had a particular quality cold for air, heat for fire, moist for water, and dry for earth. Similarly these humors combine together and determine the individual’s health and character. Eysenck argued that, beneath their clear illogicality, these ideas symbolize the three main notions which characterize modern work in personality (H.J Eysenck and Eysenck, 1985).

Allport Trait Approach

Allport is well known for "trait" psychologist. All port’s Personality Trait Approach is considered as one of the effective and influential personality giving theorists. At his high time he explored the Dictionary in English and dictionary in painstakingly and found a huge list of seventeen thousand nine hundred and fifty three words which were describing and explaining the personality character. It is very difficult to explain the huge number of traits of a person and also impractical. Although these identified words helps in identifying the specific traits like self-esteem, friendliness, dominance etc. This type of defining personality is called lexical approach. These traits are the reflection of building blocks and gives a person individual characteristic. He keeps a very strong thought that every individual has a individual traits and so he was also known as idiographic trait theorist. All the different kind of traits can be seen during the working style in the office or home or in the society. For example teacher’s shyness is considered his inability to build up friendship with other staff and he is ignored in the social get together.

Figure No. 1 Allport G. Identify the three different Trait



- a. **Common and Individual Traits:** The traits which are mutual in our heritage like respect to others and humble behavior with the people are the indications of common traits, while individual traits refers to those traits which are associated with the individual. So Allport gave more preference to the individual traits.
- b. **Cardinal Traits:** These traits are considered very important for giving the uniqueness to the individuals, because it forms the core personality.
- c. **Central Traits:** Honesty, kindness and submissive are referee to central traits.
- d. **Secondary Traits:** Secondary traits are also important it plays an effective position in shaping the personality of the individual. But they are not very much dominant as the cardinal traits are concerned.

Cattell's Trait Approach

He has proponed advanced theory of trait approach in 1973. According to Cattell trait is the structure of the said personality considered from different behavior in different situations and explains about four different type of trait:

1. Common trait: which are seen in every person like honesty, cooperation.
2. Unique traits: The trait which are unique in a person like temperamental traits.
3. Surface traits: which we can see easily on the face of person like shyness
4. Source traits: which are hidden in the person's life like dominance?

1.10 Definition and Concept of Teaching Competency

"Teaching competency means an effective performance of all observable teacher behavior those beings about desired pupil outcomes"²⁰.

Venkataiah, S. (2000) explains teaching competency as, "Teaching competency any single knowledge, skill or expertise which a teacher may be said to possess and the possession of which is believed to be relevant to the successful practice of teaching". **In the present study Teaching Competency means to study Teaching Skill-Planning, Teaching Skill-Presentation, Teaching Skill-Closing, Teaching Skill-Evaluation and Teaching Skill-Managerial of teachers of secondary school teachers and Teaching Competency was measured by obtaining scores from the teaching competency scale by B.K. Passi and M.S. Lalita.**

"The competency involves problems and need related to education programme that may transform an aspiring teacher into competent professional fully equipped with knowledge and skills to perform teaching task exploring the possibility of generating human as well as physical resources from the community for educational purpose only. In addition to mastery of basic skills, effective teachers are expected to demonstrate thorough understanding of the content of the curricular areas, pedagogical capabilities, communication skills, and professionalism". *The Teaching Competency is checked by Teaching Skill-Planning, Teaching Skill-Presentation, Teaching Skill-Closing, Teaching Skill-Evaluation and Teaching Skill-Managerial.* In the present study Teaching Competency refers to scores that has been obtained from the teachingcompetency questioner. Here is an overview of General teaching competency framework.

An Overview of the Generic Teacher Competencies Framework

TEACHING AND LEARNING DOMAIN	STUDENT DEVELOPMENT DOMAIN	SCHOOL DEVELOPMENT DOMAIN	PROFESSIONAL RELATIONSHIPS AND SERVICES DOMAIN
★ Subject Matter Knowledge - command of subject matter knowledge - updating of subject matter knowledge and search for new subject knowledge - sharing and exchange of subject teaching practice ★ Curriculum and Pedagogical Content Knowledge - command and application of pedagogical content knowledge - curriculum design, implementation and improvement - updating and sharing of pedagogical content knowledge ★ Teaching Strategies and Skills, Use of Language and Multi-Media - knowledge and application of teaching strategies and skills - language proficiency - motivation of student learning through different teaching methods and multi-media - research and dissemination on teaching strategies and skills ★ Assessment and Evaluation - student assessment methods and procedures - use of student assessment results - evaluation and review of teaching and learning programmes	★ Students' Diverse Needs in School - understanding students' diverse needs - identifying and supporting students' diverse needs - collegial collaboration in identifying and supporting students' diverse needs ★ Rapport with Students - awareness of the importance of establishing rapport with students - building trust and rapport with students ★ Pastoral Care for Students - providing pastoral care for students - collegial collaboration in providing pastoral care ★ Students' Different Learning Experiences - participation and implementation - planning and organisation - whole person development of students	★ School's Vision and Mission, Culture and Ethos - adaptation to the school vision and mission, culture and ethos - actualisation of school beliefs, vision and mission - cultivation of a caring and inviting school climate - contribution to reviewing the school vision and mission, as well as promoting the school culture and school image ★ Policies, Procedures and Practices - understanding school goals and policies - implementation of school policies, procedures and practices - formulation of school policies, review of procedures and practices for continuous school development ★ Home-School Collaboration - understanding students' family backgrounds - communication with parents - involvement in parent-related activities - building trust with parents for further school development ★ Responsiveness to Societal Values and Changes - awareness and knowledge of societal changes in relation to their impact on school - responsiveness to societal changes and issues related to social values	★ Collaborative Relationships within the School - working relationships with individuals - working relationships with groups - working relationships within formal structures ★ Teachers' Professional Development - sharing of knowledge and good practices with others - contributions to teachers' professional development ★ Involvement in Policies Related to Education - awareness and knowledge of policies related to education - responsiveness to policies related to education - contributions to policies related to education ★ Education-related Community Services and Voluntary Work - interaction with the broader community - participation in education-related community services and voluntary work
SIX CORE VALUES THAT UNDERPIN THE WHOLE FRAMEWORK			
belief that all students can learn	love and care for students	respect for diversity	commitment and dedication to the profession
			collaboration, sharing and team spirit
			passion for continuous learning and excellence
BASIC PREMISE: THE PERSONAL GROWTH AND DEVELOPMENT OF TEACHERS			

Dimension: Subject Matter Knowledge

Competency Descriptors in the Teaching and Learning Domain

THRESHOLD			COMPETENT	ACCOMPLISHED
Command of subject matter knowledge	Displays a basic command of content knowledge of the subjects assigned to teach, but may not be aware of gaps and misconceptions in the basic subject content. Has sporadic and infrequent updating of subject knowledge.	Displays general command of subject matter knowledge, but has difficulty in articulating connections with other parts of a key learning area (KLA)	Displays adequate command of subject matter knowledge and shows no gaps or misconceptions in basic subject content; aware of the trends and issues in the KLAs in which he / she teaches	Displays sound command of subject matter knowledge; able to make connections among the subjects within a KLA; has a thorough understanding of the trends and issues in the KLA(s) in which he / she teaches
Updating of subject matter knowledge and search for new subject knowledge		Regularly updates and searches for new subject matter knowledge with a view to enriching content knowledge of related subjects within a KLA	Frequently updates and searches for new subject matter knowledge in relation to current curriculum developments as well as emerging educational initiatives and priorities	Promotes updating of subject matter knowledge and searching for new subject matter knowledge among colleagues in response to current curriculum developments and emerging educational initiatives
Sharing and exchange of subject teaching practice		Attends sharing and exchange sessions on teaching practice in specific subject areas within the school when invited to	Participates voluntarily in sharing sessions and makes sporadic contributions to the exchange of ideas on teaching practice in specific subject areas within the school	Takes a lead in sharing and conducts exchange of ideas on good teaching practice in specific subject areas within the profession

Competency Descriptors in the Student Development Domain

THRESHOLD  **COMPETENT**  **ACCOMPLISHED** 

Dimension: Pastoral Care for Students (Discipline, Guidance & Counselling, Further Studies & Career Guidance)	Providing pastoral care for students	Has basic understanding of the nature of the different areas of pastoral care work. Participates in the provision of pastoral care for students as assigned. Efforts made are mainly on an individual basis, with a vague idea of the spirit of a whole school approach to pastoral care.	Has adequate understanding of the importance of pastoral care for student development; makes efforts to enrich knowledge and skills in the provision of pastoral care	Demonstrates secure mastery of counselling skills ¹ , as well as strategies and skills in one or more areas of pastoral care ²	Participates actively in and makes contributions to the provision of pastoral care services based on sound mastery of knowledge and skills as well as rich experience	Demonstrates rich knowledge and mastery of strategies and skills in one or more areas of pastoral care work; able to formulate work targets and plans for own team and organize various activities that are in line with the school goals and student needs
	Collegial collaboration in providing pastoral care		Appreciates the importance of collaborating with colleagues in providing pastoral care for students; has adequate understanding of the division of work among different teams responsible for pastoral care	Collaborates closely with colleagues with a view to providing more effective pastoral care services for students	Takes the initiative to collaborate with colleagues in implementing the various different pastoral care programmes; appreciates the core issues of a whole school approach to pastoral care	Takes a lead in establishing an effective support network for students; initiates collaborative programmes among relevant teams with a view to providing students with balanced and proactive support services through a whole school approach

¹ The mastery of counselling skills is essential to all teachers in dealing with students, parents and colleagues. In the face of the increasing complexity of student needs and student problems, such as family problems, all teachers need to share the responsibility of providing timely and appropriate counselling service for students. In handling difficult situations in which parents are involved, it is important that teachers know how to counsel parents to avoid causing distress or even confrontation. Last but not least, skills in counselling colleagues are also essential in providing support among peers in the face of the increasingly demanding nature of teaching.

² All teachers have a part to play in the provision of pastoral care for students, though they may accord different priorities to the different areas of pastoral care such as student discipline and student guidance, depending on the student needs as well as the teachers' experience. While novice teachers may tend to focus their concern on classroom management and student discipline, it is important for all teachers to appreciate the complementary nature of the different areas of pastoral care, eg. student discipline and guidance work actually share the common goal of fostering the positive development of students.

Competency Descriptors in the Student Development Domain

THRESHOLD

COMPETENT

ACCOMPLISHED

Understanding students' diverse needs	Has adequate understanding of students' developmental characteristics and family backgrounds; shows awareness of students' different learning styles and intelligences Has good understanding of students' developmental characteristics, family backgrounds, different learning styles and intelligences Has thorough understanding of diverse learning needs and intelligences of individual students; able to anticipate changes in student needs because of great sensitivity to the factors that affect student needs such as developmental characteristics and family factors Takes a lead in exploring the complexity of the various factors that affect student needs and in promoting among colleagues a proactive approach to understanding students' diverse needs; takes the initiative in sharing views and experience with colleagues
Identifying and supporting students' diverse needs	Makes efforts to acquire the necessary knowledge and skills for identifying students' diverse needs Makes efforts to identify students' diverse needs; attempts to adapt the curriculum and management strategies to suit students' different levels of interest, abilities and needs Makes consistent efforts to identify students' diverse needs, including special education needs; makes frequent attempts to adapt the curriculum and management strategies to suit students' different levels of interest, abilities and needs Shows exemplary practice in identifying and supporting students' diverse needs, including special education needs, when planning and designing curricular events both inside and outside classroom
Collegial collaboration in identifying and supporting students' diverse needs	Aware of the importance of collaborating with colleagues in identifying and supporting students' diverse needs Collaborates closely with colleagues in identifying and supporting students' diverse needs when invited to Takes the initiative to collaborate with colleagues for timely efforts to identify and support students' diverse needs Plays a leading role in promoting collaboration among colleagues for more effective and timely efforts to identify and support students' diverse needs

**Dimension:
Students' Diverse Needs in School**

Competency Descriptors in the Student Development Domain

THRESHOLD  **COMPETENT**  **ACCOMPLISHED** 

Dimension: Rapport with Students	Awareness of the importance of establishing rapport with students	Recognises the value of establishing rapport with students; demonstrates evidence of belief that individual students deserve respect and trust, and that teacher-student relationships should be grounded in rapport and mutual respect. Interacts with students in a generally appropriate manner, showing general care and consideration for them.	Shows general concern for students' emotional and physical well-being; shows interest in, and acknowledges what students say and contribute	Demonstrates genuine care and respect for students; values students as unique individuals with interests, concerns and intellectual potential	Assists in promoting, among colleagues, awareness of the importance of establishing rapport with students, with a view to cultivating an overall trusting teacher-student relationship in school	Assumes leadership in promoting, among colleagues, awareness of the importance of establishing rapport with students, with a view to cultivating an overall trusting teacher-student relationship in school
	Building trust and rapport with students		Attempts to establish rapport with students by communicating sensitively and effectively with them; demonstrates and promotes the positive values and attitudes that are expected from students	Makes conscientious efforts to develop mutual trust with students by acting reliably, fairly and consistently; applies rewards and sanctions consistently; able to gain respect from students	Lives up to stated values and beliefs; treats students equally; able to develop constructive relationships with students in order to create a positive and safe learning environment	Exerts positive influence on colleagues through exemplary practice of developing mutually trusting relationships with students and winning great respect from students

Dimension : Assessment and Evaluation

Competency Descriptors in the Teaching and Learning Domain

THRESHOLD			COMPETENT		ACCOMPLISHED
Student assessment methods and procedures	Able to follow the statutory assessment and reporting requirements and knows how to prepare and present informative reports to students; recognises the level at which a pupil is achieving and assesses pupils against attainment targets, where applicable with guidance from an experienced teacher.		Makes appropriate use of established assessment methods and procedures;	Uses established assessment methods and procedures proficiently, and occasionally adapts them to match the nature of the teaching and learning being assessed;	Reviews constantly the various assessment modes and aligns them with the current curriculum objectives and current beliefs and practices in assessment
			maintains comprehensive records of student progress as well as achievement and provides essential feedback to students	provides students with positive feedback that reinforces student achievement and focuses on improvement	Uses a wide repertoire of assessment modes and consistently matches these to the teaching and learning being assessed; provides students and parents with accurate and informative assessment reports at appropriate times
Use of student assessment results			Accepts that assessment results measure effectiveness of learning and teaching, but rarely refers to assessment results when planning a lesson	Readily uses assessment results to improve teaching and learning, to plan for the class as a whole, and occasionally to plan for individuals and groups of students	Uses assessment results consistently to develop programmes that improve student learning
			Aware of evaluation tools for teaching and learning; shows interest in evaluation of own subjects	Able to relate the evaluation results of the different learning programmes in school to own teaching; uses evaluation data effectively to inform school-based curriculum decisions	Takes a lead in designing and implementing an effective evaluation programme for the school-based improvement of teaching and learning

Competency Descriptors in the Teaching and Learning Domain

THRESHOLD  **COMPETENT**  **ACCOMPLISHED** 

Motivation of student learning through different teaching methods and multi-media	Reacts to students' responses by drawing on a limited range of teaching methods and technologies including IT in education Makes conscientious efforts to motivate and engage students with a variety of teaching methods and technologies while going on with a planned lesson Employs flexibly a wide range of adaptive approaches and technologies to motivate and enhance student learning, at times deviating from a planned lesson to pursue interest that arises in a learning situation Demonstrates great flexibility and responsiveness; successfully motivates student learning and supports student learning processes with continuous expansion of the repertoire of teaching methods and technologies to match students' level of intelligence and interest
Research and dissemination on teaching strategies and skills	Demonstrates general knowledge of research in teaching and learning but does not believe that he / she has a part to play Shows interest in others' research in teaching and learning and occasionally tries to incorporate their results into his / her teaching Supports and assists colleagues in the development of effective classroom management strategies as well as excellent teaching and learning practice Conducts scholastic and / or action research and takes initiatives to share the results with colleagues / within the profession

Dimension:
Teaching
Strategies and
Skills, Use of
Language and
Multi-Media
(Continued)

Competency Descriptors in the Teaching and Learning Domain

THRESHOLD  **COMPETENT**  **ACCOMPLISHED** 

Dimension: Curriculum and Pedagogical Content Knowledge*

* The concept of pedagogical content knowledge (PCK) was first proposed by Shulman (1986) and developed with colleagues in the *Knowledge Growth in Teaching project*. Shulman wrote that PCK "represents the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organised, presented and adapted to the diverse interests and abilities of learners, and presented for instruction." (1987) Since then, the term PCK has been widely used and has also been elaborated as "what teachers know about their subject matter and how they translate that knowledge into classroom curricular events" and as "a kind of craft knowledge that goes beyond command of subject matter or general pedagogical principles to an understanding of how to impart a particular subject matter to learners."

Command and application of pedagogical content knowledge	Displays basic knowledge of the current curriculum objectives, pedagogy and subject content; able to impart basic, core subject matter to students, but may not be able to anticipate student misconceptions. Makes sporadic attempts to strengthen or update own knowledge base for teaching and to share pedagogical content knowledge with colleagues.	Has adequate knowledge of the current curriculum objectives, pedagogy and subject content; tries to anticipate student misconceptions when imparting basic subject content to students	Demonstrates secure knowledge and understanding of the current curriculum objectives, pedagogy and subject content; can usually anticipate student misconceptions when imparting subject content to students	Demonstrates extensive knowledge of the current curriculum objectives, pedagogy and subject content; takes the initiative to share such knowledge among colleagues for the improvement of teaching and learning	Demonstrates a high level of informed professional knowledge of the current curriculum objectives, pedagogy and subject content; takes a lead in promoting a sharing culture among colleagues with a view to developing the school as a professional learning community
Curriculum design, implementation and improvement		Has solid understanding of the rationale, principles and structures of the subject curriculum guides issued by the Curriculum Development Council (CDC); effectively implements the CDC curriculum guides with occasional attempts to adapt the curriculum according to students' diverse needs	On the basis of the curriculum prepared by the CDC and taking into account the resources available, attempts to develop a school-based curriculum to cater for specific learning needs of groups of students	Works in close collaboration with colleagues in curriculum adaptation and innovation with a view to continuously developing and improving the school-based curriculum to maximise the effects on students' learning	Demonstrates curriculum leadership in the development of the school-based curriculum; makes active contributions to school-based curriculum decisions including planning, organisation, implementation and evaluation
Updating and sharing of pedagogical content knowledge		Regularly updates him-/herself with current learning theories and current curriculum objectives, as well as the recommendations of the CDC curriculum guides	Conducts continuing search for the development of pedagogical content knowledge and informed teaching practice; makes conscientious efforts to integrate all these developments to help students learn more effectively	Initiates collaboration and sharing among colleagues in the search for the development of pedagogical content knowledge and informed teaching practice to achieve excellence in teaching and learning	Takes a leading role in promoting professional exchange and sharing of pedagogical content knowledge with other teachers within and outside school

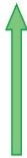
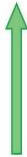
Competency Descriptors in the Professional Relationships and Services Domain

THRESHOLD  **COMPETENT**  **ACCOMPLISHED** 

**Dimension:
Education-
Related
Community
Services &
Voluntary Work**

Interaction with the broader community	Aware of the importance of establishing links with the broader community for improved learning outcomes as well as the development of students' positive social values. Ready to participate in district projects, voluntary work committees and so on when invited.	Works in partnership with colleagues to maintain links among schools and with the broader community for improved learning outcomes of students	Takes the initiative to establish links with the broader community by offering assistance in and making contributions to different education-related networks within or outside the district	Develops close links with the broader community through different channels such as forming networks with the other schools within the same district / across districts and jointly organising campaigns for the well-being of young people in the district	Able to win the support of the broader community in achieving school goals and priorities; establishes and maintains respectable professional status in the community
Participation in education-related community services and voluntary work		Participates in district projects, voluntary work committees and so on as specifically assigned.	Occasionally volunteers to participate in district projects, voluntary work committees or community services, with a view to making education-related contributions to services / voluntary work	Participates actively in district projects, voluntary work committees or community services, making contributions to education-related services / work on the one hand and helping students develop positive attitudes and social values on the other	Assumes a leadership role in community services or voluntary work, with good understanding and knowledge of current developments taking place locally and world-wide; serves as a role model of a responsible and contributory citizen for students

Competency Descriptors in the Professional Relationships and Services Domain

THRESHOLD  **COMPETENT**  **ACCOMPLISHED** 

Dimension: Involvement in Policies Related to Education

Awareness and knowledge of policies related to education	Demonstrates general understanding of current education policies; aware of their impact on own teaching work and on the education sector as a whole	Demonstrates detailed knowledge of current education policies, developments and changes; able to envisage their possible implications for school development and own teaching work	Demonstrates good understanding and knowledge of current education policies, the reasons and principles behind them, and the implications for school development and own teaching work	Has thorough understanding of and maintains updated knowledge about current education policies; able to address the impact of relevant education policies and issues on the development of own school
Responsiveness to policies related to education	Expresses views about education policies and issues mainly through exchange with colleagues in an isolated and sporadic manner	Demonstrates ability to form independent judgments and to articulate the educational issues at stake in a systematic and analytical manner	Initiates informal or formal exchanges of views among colleagues within or outside school with a view to providing suggestions / feedback on the educational issues at stake	Makes regular attempts to present views and ideas on education policies and issues through different channels such as writing articles for publication and participation in education-related bodies
Contribution to policies related to education	Aware of the responsibility of individual teachers to render contributions to education-related policies	Prepared to contribute ideas and suggestions about education policies and issues when invited to do so	Takes the initiative to contribute concrete suggestions about education policies based on own ideas as well as views of other teachers whenever opportunities arise	Influences the Government in the formulation and implementation of education policies through different channels such as participation in the Government's advisory bodies, making presentations at local and international education conferences

Competency Descriptors in the Professional Relationships and Services Domain

THRESHOLD  **COMPETENT**  **ACCOMPLISHED** 

Sharing of knowledge and good practices with others	Prepared to share knowledge and good practices with colleagues when invited to do so. Participates in school-based staff development activities / other professional development activities when assigned to.	Collaborates with colleagues to reflect upon and improve teaching and learning practices	Gives active support to the practice of sharing knowledge and good practices with colleagues / teachers of other schools	Facilitates collaborative teaching among colleagues for the betterment of teaching and student learning; encourages / assists colleagues to form learning circles / networks within the school / within the same district / across districts	Progressively takes a leading role in supporting the work of other teachers as well as in modelling and disseminating exemplary teaching practices for continuing personal and professional development
Contributions to teachers' professional development		Recognises that teachers' continuous professional development is the key to quality education; takes the initiative to pursue professional development activities that suit own developmental needs	Provides mentoring support for student teachers / beginning teachers; participates actively in school-based staff development work / other professional development activities	Promotes whole-school mentoring practices and a culture of collegial sharing among colleagues; provides professional guidance and assistance in organising / promoting school-based staff development work / professional development activities within the education sector	Demonstrates and models strong ongoing personal and professional growth, exerting positive influence on peers; leads professional development activities within the sector and initiates contributions to the profession

Dimension:
Teachers' Professional Development

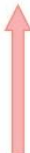
Competency Descriptors in the Professional Relationships and Services Domain

Dimension: Collaborative Relationships within the School

THRESHOLD  **COMPETENT**  **ACCOMPLISHED** 

Working relationships with individuals	Maintains cordial relationships with colleagues, showing respect for others and valuing the diversity in the school community	Develops constructive working relationships with colleagues in planning, implementing and evaluating new ideas, teaching strategies and the application of learning technologies that improve learning outcomes for students	Shows active support for and maintains close collaboration with colleagues in all aspects of day-to-day work within the school	Takes a leading role in promoting harmonious and collaborative staff relationships in the school
Working relationships with groups	Works in supportive and productive partnership with students, families and colleagues to maintain a cooperative school environment	Shares the responsibility of building up group dynamics within the team while engaging in school activities	Takes the initiative to collaborate with colleagues in promoting teamwork within the team while engaging in school activities	Assumes a coordinating / leadership role in team-building work within the team while engaging in school activities
Working relationships within formal structures	Participates in departments / committees as assigned at group or subject level; has secure understanding of the division of work among departments / committees	Participates as an active member in departments / committees and shares the responsibility of promoting team spirit and collaborative work	Takes the initiative to coordinate closely with colleagues across departments / committees with a view to focusing energy on continuous school improvement	Assumes a leadership role in promoting close coordination among departments / committees with a view to enhancing the quality of work in departmental management, human resources management, financial management and so on

Competency Descriptors in the School Development Domain

THRESHOLD  **COMPETENT**  **ACCOMPLISHED** 

Dimension: Policies, Procedures & Practices	THRESHOLD	COMPETENT	ACCOMPLISHED
	Understanding school goals and policies	Has adequate understanding of school goals and policies and their connection with own daily work	Has good understanding of school goals and policies as well as their underpinnings, relates daily work meaningfully to school goals and policies
	Implementation of school policies, procedures and practices	Has adequate knowledge and understanding of the school's established policies and practices and is able to follow them properly when specifically told or on own initiative	Assumes leadership in effectively enforcing the implementation of school policies and established procedures
Formulation of school policies, review of procedures and practices for continuous school development	Has general understanding of own professional responsibilities in relation to school goals and policies; has general knowledge of the school's established procedures and practices; shows interest in the process of formulation / review of school policies.	Has secure knowledge and understanding of the reasons behind established procedures and practices; shares the responsibility for enforcing such established procedures and practices	Makes substantial contributions to the planning and formulation of school policies, procedures and practices by expressing own views and views of colleagues, as well as giving concrete suggestions
		Shows concern for colleagues' views about formulation of school policies; sporadically engages in exchanges with colleagues about the issues at stake	Shows great concern for the formulation of new school policies / review of established procedures and practices; constantly engages in dialogues and exchanges with colleagues about the issues at stake

Competency Descriptors in the School Development Domain

THRESHOLD  **COMPETENT**  **ACCOMPLISHED** 

Dimension: Responsiveness to Societal Changes

Awareness and knowledge of societal changes in relation to their impact on school	Pays attention to and has general understanding of what happens outside the school; shows concern for societal changes and issues related to social values.	Shows interest in the impact of societal changes on the school and shows concern for issues relating to social values and societal changes; has a secure grasp of major developments world-wide	Pays great attention to and draws students' attention to the possible impact of societal changes on their learning	Maintains current knowledge of local, national and international affairs with a view to making appropriate and timely responses to societal changes; takes measures to address the impact of societal changes on school development	Takes a leading role in promoting awareness and knowledge of societal changes among colleagues for continuous school development
Responsiveness to societal changes and issues related to social values		Makes occasional attempts to share with students different views about current issues	Makes regular attempts to encourage students to develop concern for current issues / controversial issues happening locally and around the world	Encourages students to form independent judgment and develop positive social values through regular sharing and exchange of views about local and global issues	Serves as a role model for students in showing keen concern for local / global issues and living out positive social values

Competency Descriptors in the School Development Domain

THRESHOLD  **COMPETENT**  **ACCOMPLISHED** 

Understanding students' family backgrounds	Has general understanding of students' family backgrounds and is aware of their impact on students' learning process. Able to adhere to the school's required procedures for communicating with parents. Participates in parent-related activities when required	Has adequate understanding of students' family backgrounds; is aware of their impact on students' learning process	Makes regular attempts to have better understanding of students' family backgrounds mainly through dialogues with students and their parents	Makes frequent attempts to have thorough understanding of students' family backgrounds through daily contact with students as well as their parents	Has thorough understanding of and great sensitivity towards the diverse family factors that may affect students' learning processes
Communication with parents		Communicates with parents about students' progress on a regular basis and is available as needed	Demonstrates effective communication skills with parents; responds readily to parents' concerns	Provides information to parents frequently on both positive and negative aspects of student progress; responses to parents' concerns are handled with great sensitivity	Exerts positive influence on colleagues through own exemplary practice in establishing effective communication with parents
Involvement in parent-related activities		Participates regularly in parent-related activities and recognises the value of home-school collaboration in school development	Participates actively in parent-related activities and works in collaboration with parents through parent-teacher associations / parent-staff associations (PTAs / PSAs)	Works in open, supportive and productive partnership with students, parents and colleagues in parent-related activities	Takes a leading role in promoting colleagues' involvement in parent-related activities
Building trust with parents for further school development		Aware of the importance of gaining parents' trust for creating a cooperative school environment	Attempts with some success to establish links and build trust with parents through exchange of information and views regarding daily school matters	Makes regular attempts to build trust with parents through co-operation with parents in daily school matters	Involves parents in the school's decision making whenever appropriate with the aim of continuous school development

Dimension:
Home-School
Collaboration

Competency Descriptors in the School Development Domain

THRESHOLD  **COMPETENT**  **ACCOMPLISHED** 

Adaptation to the school vision and mission, culture and ethos	Has general understanding of the school's vision and mission statement and recognises the significance of the school vision and mission for own daily work; aware of the need to adjust to the school environment and recognises the importance of a pleasant school climate for students' development and learning outcomes.				Has secure knowledge and understanding of the school's vision and mission statement, aware of the strengths and traditions of the school	Adapts personal educational philosophy to the school vision, mission and beliefs	Develops a shared vision and mission with colleagues, students and parents; develops a sense of identity and pride in the school culture and ethos	Takes a leading role in helping colleagues, especially new teachers, adapt to the school vision and mission with a view to focusing energy on school improvement
	Actualisation of school beliefs, vision and mission				Aware that the school vision and beliefs can be lived up to through efforts made by the staff, students and their families	Attempts with some success to realise the school vision and beliefs in daily work as well as daily contact with students, families and the broader community	Assumes responsibility for persistently realising the school vision, mission and beliefs through different channels	Takes a leadership role in promoting colleagues' actualisation of the school vision and mission through own exemplary practice and sharing of experience
Cultivation of a caring and inviting school climate	Contributes to the school vision and mission, aware of the need to adjust to the school environment and recognises the importance of a pleasant school climate for students' development and learning outcomes.				Develops constructive relationships with students to maintain a positive and safe working atmosphere in the classroom	Attempts with some success to create a caring and supportive classroom environment conducive to students' learning processes and whole person development	Assumes responsibility for cultivating harmonious staff relationships as well as positive teacher-student relationships	Takes a leadership role in cultivating a caring and inviting school climate through collaboration with colleagues, students and parents
	Contributes to the school vision and mission, aware of the need to adjust to the school environment and recognises the importance of a pleasant school climate for students' development and learning outcomes.				Shows interest in the process of setting / reviewing the school vision and mission, pays heed to colleagues' views and feedback	Occasionally ventures own views and suggestions on setting / reviewing the school vision and mission, ready to give feedback when invited to do so; aware of own responsibility for upholding the school culture	Regularly expresses views and gives suggestions on setting / reviewing the school vision and mission; makes conscientious efforts to preserve a positive school image in daily contact with students, parents and the broader community	Makes contributions to reviewing the school vision and mission in collaboration with colleagues, students, parents and the broader community in order to focus energy on achieving continuous school development; realises the essence of the school culture and ethos through different channels

Dimension:
School Vision and Mission, Culture and Ethos

Competency Descriptors in the Student Development Domain



ACCOMPLISHED



COMPETENT



THRESHOLD

Participation and implementation	Has a secure knowledge and understanding of the guidelines, procedures and safety rules for conducting extra-curricular activities for students; participates in these activities as assigned	Well-versed with the relevant guidelines, procedures and safety rules for conducting activities / programmes that enrich students' learning experiences both inside and outside the classroom	Constantly offers appropriate advice, guidance and assistance to students in conducting activities / programmes; provides students with effective training for developing their potential	Critically monitors implementation of activities / programmes, making timely modifications whenever necessary; evaluates outcomes and the impact on students
Planning and organisation	Follows mainly previous practices / modes when planning for activities / programmes that widen students' learning experiences; has a vague idea of the expected outcomes of such activities / programmes	Attempts with some success to deploy, utilise and tap both internal and external resources for the effective implementation of students' learning activities / programmes	Makes conscientious efforts to ensure that the planned activities / programmes are of a balanced variety covering one or more of the five essential aspects of moral, intellectual, physical, social and aesthetic development	Assumes a leading role in planning and organising activities / programmes of diversified modes to suit students' different interests and needs; has clear ideas and well-set goals regarding the expected outcomes of such activities / programmes
Whole person development of students	Attempts with some success to encourage students to participate in various activities covering academic areas, sports, art, interests and social services in order to gain varied learning experiences	Makes consistent efforts to encourage students to set clear personal goals and participate in a balanced range of activities for their whole person development	Initiates collaboration among colleagues in providing students with opportunities to participate in a balanced range of activities for the purpose of developing their multiple intelligences, enriching their life experiences and promoting life-long learning.	Assumes a leading role in providing students with adequate and equal opportunities to participate in a wide range of activities for the purpose of developing their multiple intelligences, enriching their life experiences and promoting life-long learning.

**Dimension:
Students' Different Learning Experiences***

* *Learning for Life, Learning through Life - Reform Proposals for the Education System in Hong Kong* (issued by the Education

- Commission in 2000) specifies student entitlement to whole person development through five essential learning experiences:
- 1 moral and civic education;
 - 2 intellectual development;
 - 3 community services;
 - 4 physical and aesthetic development; and
 - 5 career-related learning experience.

1.11 Rational of the Study

Learners come from diverse socio-economic classes and possess different values, intelligence, capacity and ideas. Therefore, Ambitions of the Learners is different according to learners' socio-economic status, which keeps an important/specific role in determining/finding the defined level of individual's self-concept. Therefore SES is the 1st important parameter in determining/finding about what a learners is, and, what he is going to be in future and also what he feels about himself and others. Thus, It can be said that the socio-economic status of the family which includes the income of all the family members is marginally influencing income, persons education level, after education service, and social status in the community/society. It further includes their contacts within the community/society, various social society associations, and the society/community's perception of the family where they belongs to (Demarest, et al. 1993). This is turn determines the quality of academic achievement a learners acquires. Education is defined in higher socio-economic families is very much typically important and stressed at both the places i.e. in the house and in the community. In economically weaker section areas (EWS) the food, clothing and safety are on priority and therefore education comes to the least important task. Since decades, academic performance is depends on the socio-economic status even theoretically and at ground level. (Karl & White, 1982). Rational of the study is that it becomes very essential to make teachers very much dedicated towards their work ethics and dedicated towards students. It becomes essential to maintain trust among teachers and students. The relationship between both needs to be very strong.

Marzano (2002) stated that the identity of a family in the society is very powerful and effective. If a family is financially strong than the members of the family has a say in the society. He also observes that the members of the family or the children perform academically high is due to available of resources on time. Socio-economic status is responsible for the various kinds of outcomes, including grades in class examination, achievement in the year end examination, intelligence test scores, dropouts, attending higher studies etc. (Harters, 1963). Many research studies shows that socio-economic status really affect Learners outcome. (Mcneal, 2001). Therefore it is essential to find out the impact of personality and socio-economic status and the learning outcomes of the Learners.

1.12 Objectives

- 1.To study the impact of teaching competency on the academic achievement of the Learners.
- 2.To study the impact of socio-economic status on the academic achievement of the Learners.
- 3.To study the impact of personality traits on the academic achievement of the Learners.
- 4.To study the impact of teaching competency, socio-economic status and personality traits on the academic achievement of the Learners.
- 5.To study the impact of socio-economic status on the teaching competency of the teachers.
- 6.To study the impact of personality traits on the teaching competency of the teachers.
- 7.To study the impact of socio-economic status on the personality traits of the teachers.
- 8.To study the impact of socio-economic status and Personality traits on the teaching Competency of the teachers.

1.13 Hypothesis

1. There is no impact of teaching competency on the academic achievement of the Learners.
2. There is no impact of socio-economic status on the academic achievement of the Learners.
3. There is no impact of personality traits on the academic achievement of the Learners.
4. There is no impact of teaching competency and socio-economic status and personality traits on the academic achievement of the Learners.
5. There is no impact of socio-economic status on the teaching competency of the teachers.
6. There is no the impact of personality traits on the teaching competency of the teachers.
7. There is no impact of socio-economic status on the personality traits of the teachers.
8. There is no impact of socio-economic status and Personality traits on the teaching Competency of the teachers.

1.14 Statement of the problem

“Impact of Socio-Economic Status and Personality on Teaching Competency of Secondary School Teachers”.

Definition of the key terms

Socio-Economic Status: Socio-economic status (SES) in this research is “an economic and sociological combination of total measure of a teachers work experience and their family's economic and social position in relation to the people belongs to that society. It is based on household income, educational qualification, and occupation. Here the socio-economic status is individuals own attributes are assessed. However, the term socio-economic status is very commonly used to depict an economic difference in society/ work place as a whole. Socio-economic status is divided into three levels (high socio-economic status, middle socio-economic status, and low socio-economic status) to define the place of an individual. Here the three variables assessed individual’ sin come, education, and occupation”.

Personality: Personality in this study is defined as the characteristic set of behaviors, cognitions, and emotional traits that can be seen in a teacher. Here the motivation and psychological interactions within the class room and school campus taken into consideration. The teacher’s personality effects the attitude and aptitude of the children.

Teaching Competency: A teaching competency is something more than content knowledge, teaching skills and its implementation; it acquaint the ability to complete complex needs by mobilizing the most appropriate psychosocial resources which includes teaching skills and teaching attitudes in a particular context. “Competency is essential to an educator's pursuit of excellence. The following are hallmarks of an explicit approach for teachers: Teacher selects the learning area to be taught, Teacher sets criteria for success, and teacher informs Learners of criteria ahead of the lesson, Teacher demonstrates to the learners’ successful use of the knowledge/skills through modeling, Teacher evaluates learners acquisition, Teacher provides remedial opportunities for acquiring the knowledge/skills, if necessary and Teacher provides closure at the end of the lesson”. (Archer & Hughes, 2011; Knight, 2012). In the present study Teaching Competency means to study Teaching Skill-Planning, Teaching Skill-Presentation, Teaching Skill-Closing, Teaching Skill-Evaluation and Teaching Skill-Managerial of teachers of secondary school teachers. In

the present study Teaching Competency refers to scores that has been obtained from the teaching competency questionnaire.

Secondary School Teachers: In the present study Secondary School teachers are those teachers who are teaching to 9th and 10th grade students.

1.15 Modalities of the problem

The research work is consisted of two major parts which are (a) theoretical and (b) operative. The theoretical part was explored after understanding the researches, conceptual papers and popular articles through existing literatures. The operative part of the research has been conducted in seventy nine schools located in Mahendergarh and Gurugram district of Haryana. In these schools the teachers and Learners experiences were noted so that data can be collected without any problem.

1.16 Delimitations

The present research work has certain delimitations.

1. The study is delimited to only District Mahendergarh and Gurugram of state Haryana.
2. The study is delimited to only 300 teachers from Government and Private Secondary Schools.
3. The study is delimited only to Seventy Eight Schools.

Conclusion

In the field of education, academic psychology has been predominantly behavioristic carrying the belief that it has to be empirical and measurement oriented. However in the last two decades other cognitive and humanistic perspectives have been incorporated as well and to some extent also psychoanalysis of course much more in the domain of consoling and mental health. One educationist said, that a great teacher is very sensitive to their learners needs. Teacher moves into the first class with full preparation and try to explain the entire syllabus or curriculum of the year. Competent teacher is not only he who keeps a sound knowledge of the content but also keeps lot of patience.

Chapter 2

Review of Related Literature

“The search for related literature is one of the first steps in the research process. It is a valuable guide to—defining the problem, recognizing its significance, suggesting promising data-gathering devices, appropriate study design and sources of data”.

----**J.W. Best and J.V.Kahn**

“The importance of related literature cannot be denied in any research. The related literature provides the background and context for the research problem. It should establish the need for research and indicate that the researcher is knowledgeable about his own area”.

--- **William Wieve**

2.1 Studies Related to the Socio-Economic Status of Teachers

Iris Michelle Young-Clark, Iowa State University, (2014) has well written in his work that higher socio-economic status (SES) has greater impact of every type of resources, and the services to support fully and promote academic achievement (Sirin, 2005). The education is the only trusted means of finding outcomes. In this study researcher claims that it is important for the country, individual and for the society. Findings of the research shows that the positive correlation was observed between the following variables: “(i) academic achievement of mothers (ii) academic achievement of fathers (iii) emerging adults’ perception of their parents’ socio-economic status (SES) (iv) age and (v) gender and emerging adult educational attainment”. Thus, it was recommended in this research study that we need to reassess the organizational structure of the educational institutions. **Francesco Burchi, University of Roma**

Tre, (2006), in this work the food is considered as Secondary and the illiteracy involves and it is about 800 million people today. The argument was based on Human Development Approach. Because of this approach education is both instrumentally and intrinsically. Researcher claims that only education can fight against bread and butter in rural areas of specially developing countries. Here education is the highest and fundamental instrument for the food or not is the question which has been raised. The respond of this question is by examining the theoretical and empirical variables i.e. education and food Secondary. Here the education is a mean for economic growth. The “Amartya Sen’s human development paradigm is

that, Education plays an effective instrumental role in different ways: through economic production and through social/ socio-economic change. While there is a literature, albeit short, on the contribution of education on development, this does not occur for food Secondary. In this research work; the basic/ fundamental education can improve the capacity of individuals to live a dignified life and to escape from the hunger and in it the training of the subject with vocational education is excluded. The main idea of the research is to find out the various areas where education plays direct role for the improvement like rural people's capacity to diversify activities and assets, to develop capacity for access information on health status and sanitation, and also to enhance human resource for increasing productivity in the field of agricultural as Secondary".

Stephen Taylor And Derek Yu, (2007), shows the needs to find out ways of increasing socio-economic status and uplifting people from poverty and to transform/ change in positive direction the existing system of inequality seen in South Africa which is the highest agenda of the country. The individual's productivity improves by the human capital model. Here the research shows the positive relationship of learners' socio-economic status (SES) and their education, where socio-economic status (SES) is depend on the educational achievement of the child.

Ian W. Li and A. Michael Dockery, (2014) shows the Australian schools data which were linked to the year 2011 to 2013 with first-year undergraduate data of Australian university. Here one another variable is added and i.e. school resources and comparison was made with the socio-economic status for finding out the performance of academic at the university level. The main objective of the research was to find that whether there are good links between schools' socio-economic status and the performance of the university, and whether any school provides guidance and better opportunities for university study. The study identifies the cluster of Learners within schools. The main findings of the research are as follows. The schools' socio-economic status was found that there was a moderate impacts on the performance of university. On the other side Learners from schools has performed modestly with lower socio-economic status. The next result was that schools were found to have very negligible impacts on their learners continues and comprehensive academic performance at university. The next third result was that school resources were not putting any impact in influencing learner's achievement at university level. Therefore

in this research there was no differences which was said to be substantial was found in the transformation of schools achievement and that too social-economic status into subsequent academic performance at the university level. According to the result of the research the higher socio-economic status inflates their learners in the university and because of that access to university becomes easy. It also reflects and encourages the effects of 'privilege' which do not continue the study of university, where Learners from lower socio-economic status shows their academic performance. Here the policy dimensions says that participation in higher education providing to the Learners from low socio-economic backgrounds is needed to be motivate. Tariku Tafesse, (2015) stated in his research study shows the "positive relationship between parents' socio-economic status and academic performances of their children. The objective of the study was to work on different socio-economic factors influencing the performance of the children i.e. parents' income status, parents' educational status, parents' occupational status and size of the family; that affect learners academic performance in government secondary schools. The ex-post facto research design was adopted and the study was descriptive in nature. Finally the research study shows positive and significant relationship of fathers' and mothers' income and it was also found that the academic performance of the learners was positive. At the end of the research study the recommendation given by the researcher was that government needs to take very serious initiatives in enriching and uplifting the socio-economic status of people, where the main focus shall be on the increase of their family income and providing/managing education to their children to uplift the status in the society". The study conducted by **Colette van Laar¹ and Jim Sidanius, (2001)** is defined that "where there is a low social status the low academic performance exist. Here the transformation/ positive change takes place which includes the lower economic, social capital and cultural effect. Institutional and personal discrimination effect, and effect of low social status by members of low status groups".

It is found through the research that the person belongs to low social status are keeping themselves in engaging in various defensive mechanisms. On the other hand the self-esteem can be protected and potential cost increased because of these defensive mechanisms. It includes "reduced motivation for success and it results in lower academic achievement and subsequent reinforcement of the status hierarchy.

Researcher argue that future research needs to put substantially effort into precisely understanding the numerous, and often subtle, mediating mechanisms transforming/ changing low social status into low academic achievement”.

Randall Akee, Emilia Simeonova, E. Jane Costello, William Copeland, Adrian Angold, (2015) existing analysis has investigated the result of infancy instructional interventions on the child’s later-life outcomes. “These studies have found restricted impact of supplementary programs on children’s psychological feature skills, however sustained effects on temperament traits. We have a tendency to examine however a positive amendment in honorary house financial gain affects children’s emotional and behavioral health and temperament traits. Our results indicate that there are a unit giant helpful effects of improved house monetary well-being on children’s emotional and behavioral health and positive temperament attribute development. Moreover, we discover that these effects area unit most pronounced for kids World Health Organization area unit insulate behind their peers in these measures before the intervention. Increasing house incomes scale back variations across adolescents with completely different levels of initial emotional behavioral symptoms and temperament traits. We have a tendency to additionally examine potential channels through that the increased house financial gain might contribute to those positive changes. Parenting and relationships inside the family seem to be a crucial mechanism. We have a tendency to additionally realize proof that a sub-sample of the population moves to census tracts with higher financial gain levels and academic attainment”. **Okorodudu, Grace Nwamaka PhD Institute Of Education Delta State University Abraka, Delta State, (2011)** , this research work was conducted to find “the impact of moderator variables of personality and socio-economic status where reducing of stress among ninety diploma pursuing Learners of the *Institute of Education, Delta State University, Abraka* where the quasi-experimental design was applied. The research paper administered twelve control group design of pretest and posttest.

Researcher applied two therapeutic methods i.e. “***Rational Emotive Behavior Therapy (REBT) and Recreational Exercises Therapy (RET)***” to minimize stress among adolescents. In this study the analysis of the data was done and the Covariance (ANCOVA) statistic was used for the whole data analysis. The findings are that “personality had a great impact on stress reduction of adolescents. No impact was found in the personality types A and B. In the same way, the result of socio-economic

status revealed extreme impact on stress reduction among adolescents. Participants from high Socio-economic Status had more impact than those from low Socio-economic Status. These findings have implications while conducting Counseling of adolescent in the University system”. **Eydie J. Pettigrew, East Tennessee State University, (2009)**, the rational of this research study was to see the impact of SES on academic achievement which was measured by the “*Tennessee Comprehensive Assessment Program Achievement Test and the Tennessee Comprehensive Assessment Program Writing Assessment*”. Here the sample size was of eighth grade Learners admitted in four elementary schools in Tennessee. Data were analyzed of the 20062007 academic school year. For analysis 2-way analysis of variance model was used to find out and compare the means between economically disadvantaged Learners, the means among the schools with those who were sound economically in society, and whether there was an experimental school for the interaction on socio-economic status of the teachers and children. The independent variables in this study was (School A, B, C, D) and the socio-economic status (SES) of the Learners.

Chioma Henrietta Machebe, Bernedeth N. Ezegebe, Joseph Onuoha, Department of Social Science Education, University of Nigeria, (2017). The result shows that, “the socio-economic status of a child parent impacts on the educational development and achievement of the child. This study evaluated the effect of socio-economic status, specifically parents income and parents-child relationship on learners’ academic performance in Senior High School in Japan. Three hundred Learners of Senior High Schools in Osaka and Hyogo prefectures of Japan were randomly selected and used as the sample population. A well-structured questionnaire was used as an instrument for data collection to ascertain the effect of parent’s income status and attitude on learners’ academic performance at school using a four point Likert scale methodology. Academics grade point of Learners in an examination was also used as the determinant of learner’s academic achievement. Results showed that greater academic achievement for a learners is attained by those Learners from financially buoyant families (Mean $\pm$ SD = 2.97 ± 0.88 , $X^2 = 11.991$, $P = 0.007$), however, 29.7% of Learners strongly disagree. More than half of respondents (>50%) disagree that financial constraint determines the number of children that goes to school in low income families. Average exam grade (Mean $\pm$ SD) points for Learners from parents with high, medium and low-income status was 77.29 ± 13.1 , 77.9 ± 23.3 and 80.79 ± 10.13 , respectively ($P > 0.05$). In conclusion,

our finding show parents involvement in children school activities matter most than the parent's financial status in uplifting the children academic performance in school. Our recommendation is that parents should always encourage their children and provide moral support as well for the child to be emotionally stable and have confidence in their academic pursuit to achieve excellence". **Faith KeruboOnyancha, Kinga Njoroge and Mukolwe**

Newton,(2015). The result shows that, "academic performance among Learners is influenced by varied factors. Yet, excelling in lecturers is very important in guaranteeing that Learners not solely pass exams however conjointly lead pleasing lives. What influence will socio-economic standing play in tutorial performance?

This study thus, sought-after to see the influence of parents' socio-economic standing on learner's tutorial performance publicly Secondary colleges. The study used 100 and fifty (150) respondents drawn from sixteen Secondary colleges in Keumbu Division. Respondents were selected victimization purposive likewise as systematic sampling approaches at intervals descriptive survey style. Knowledge were collected employing a specially designed questionnaires and interview schedules because the analysis tools and analyzed descriptively. To determine validity, specialists were wont to assess the ideas of the instrument speculated to live, the adequacy of the scales, and whether or not things diagrammatical accurately the variable underneath investigation". Additionally, through pilot testing any ambiguities were checked. A test-retest technique was used, permitting an amount of time period interval between the primary and secondary administration, to estimate the dependability of the instrument. The instrument yielded a constant of correlation of zero.7852. The scientist used the Social Learning Theoretical framework to interpret the results of the study. The study established that socio-economic standing plays a big role in influencing learner's tutorial performance. It had been terminated that the lower the oldsters socio-economic standing the lower the Learners average grade and variety of points in performance. Conversely, the upper the oldsters socio-economic standing the upper the educational performance of the Learners. It implies that parents' socio-economic standing influences the performance of the Learners in Secondary colleges.

One another study based on socio-economic status was given by Kimaiga Hezron Okemwa, (2014), in this study the result shows that, "the level of education of the parents was found to influence the performance of children at primary level in Kiamokama Division since this study established that there was a 55 significant

relationship between the mother's education level, father's education level and the academic performance of pupils at primary level. However, it also emerged that the educational level of the parents could not determine the marks that pupils were to score in their schools in the study area. Though most parents were not highly educated, it was established that they played a vital role in assisting their children to complete school assignments and they were able to monitor their children's academic progress through attending class conferences, checking their daily work apart from visiting their schools monthly to see how they had performed in their internal examinations. The level of income of parents was also found not to have any impact on the pupil's academic performance because this study established that there was no significant relationship between the parent's level of income and the performance of the pupils at primary level in the study area. The parent's occupation was also found to influence academic performance of the pupils at primary level. This is because the study found out that there was a significant relationship between the parent's occupation and the academic performance of pupils at primary level in the study area. In this case it was clear that the type of occupation done by parents was capable of determining the educational performance of pupils. This is because parents who have occupations with stable sources of income are able to cater for their children well by providing all the necessary learning materials when compared to parents with occupations which does not generate a stable income".

Femi Ogunshola, Minna, Nigeria, A.M. AdewaleOwerri, Imo State, Nigeria (2012), the findings were, "The relationship between home-based environment factors and the academic performance of Learners in selected Secondary schools within a local government area in Kwara State is investigated. Samples were obtained with one hundred and eighty (180) Learners randomly selected from three Secondary schools. The four factors that were examined and statistically analyses were: parental socio-economic background, parental educational background, parental educational qualification and learners health statuses. Diverse statistical tests were performed on the various data collected to establish statistical significance of the effects on learners academic performance. Parental socio-economic statuses and parental educational background did not have significance effect on the academic performance of the Learners. However, the parental educational qualification and health statuses of the Learners were identified tom have statistical significant effect on the academic performance of the Learners. The two variables that indicated

significant influence do reflect nature of the learners' home environment and played notable role in the academic achievement of the respondents. Government could intervene to raise level of academic achievement among learners in rural area”.

Preeti Singh, Garima Choudhary, (2015) , the findings were, this study finds the “impact of socio-economic standing on the tutorial accomplishment of school Learners of city town. The investigator undertook the study in government yet as nonpublic colleges set in city and in totality fifteen colleges were finalized. Normative survey methodology upon 450 samples from category XI was utilized to collect the info. ‘Socio-economic standing Scale’ (SES) was used whereas the overall marks obtained by the Learners within the previous category, i.e. normal X were used as AN accomplishment criteria and for information analysis Mean, SD, a technique analysis of variance, t-test were used. The results of this study showed the distinction between high and low socio-economic standing teams. This study additional reveals that gender influences the tutorial accomplishment at school (Standard XI) level. It’s conjointly found that the tutorial accomplishment was influenced by the socio-economic status and people who belonged to high & middle socio-economic standing have shown higher performance. Supported these findings, some recommendations got with nice implications for each apply and additional studies”.

Ahmad Kainuwa, Najeemah Binti Mohammad Yusuf, **(2013)** this research paper was a conceptual paper. “The influence of parent’s socio-economic status and educational background on their children’s education in Nigeria. The paper reviews literature on how socio-economic status and educational background of the parents affects the education of their children; examine the role of parent’s socio-economic status and their educational background on the educational process of their children”.

Dr. Pamela KarambuMuriungi, (2017) “The millennium goal 2 focuses on the achievement of universal primary education under which target 3 strives to ensure that by 2015 children everywhere, boys and girls alike will be able to complete a full cycle of primary schooling. This paper is based on a study that investigated the effect of socio-economic status on learners’ academic performance in Laikipia County, Kenya. The study adopted a case study design. Data was collected using questionnaires and interview schedules. The pupils were sampled using simple random sampling while the teachers and head teachers were purposively sampled. Data obtained showed that families with a lower socio-economic status often struggle with providing academic support for their children, negative environmental factors

such as drug abuse, early marriages and early sexual involvement negated any meaningful pedagogic gains, that these children have low academic expectations, are more likely to exhibit behavior related learning problems and that the academic level of the parents was correlated to the pupils' learning outcomes. There should be concerted effort to empower parents living in urban slums and appropriate strategies put in place to increase the educational motivation for children living in urban slums".

Jennifer Barry, Bachelor of Arts, Wichita State University, (2005) , This research study focuses the "increasing importance of learners check scores by examining the various factors that influence check scores. Composite check legion tenth grade learners from the academic Longitudinal Study of 2002 area unit examined employing a four-part model which has learner's role performance, school, family, and peer factors. Normal statistical procedure analysis indicates that the strongest predictor of learners check scores is socio-economic standing, leading to a statistically important increase within the standardized constant of .224 points. These results support previous analysis and attainable directions for public policy area unit given".

Pradeep Sharma, Tribune News Service, Chandigarh, October 25, **"15 marks based on socio-economic status"**. In this news article there is a provision of incentives. And recently the government has announced some incentives for the Learners who comes under the economical weaker Secondary (EWS). The motive is to bring the Learners into main stream.

Nilesh Gothi, Gorav Yadav¹, AditiGothi , Here the HIV/AIDS so is that the most devastating un wellness and is obtaining worst rather than higher. Ladies and young ladies square measure extremely susceptible to HIV/AIDS and lack of education makes them a lot of therefore. The aim of this study to assess the impact of acquisition and Socio-economic standing on problems associated with adolescent girl's procreative and Sexual Health like cat menial hygiene, information relating to replica, STD, AIDS in urban slums. Methods: this is often a data-based community based mostly cross –Secondary education study carried -out on all the Adolescent ladies married and unwedded from the age bracket on top of thirteen to nineteen years residing within the outlined space. House to deal with survey of the eligible subjects was done by the scientist herself employing a predesigned and pretested schedule. Results: Out of total 376 respondents, majority 310 (82.44%) of adolescent ladies

knew concerning HIV/AIDS. most of the women (69.67%) thought of 'Sharing contaminated needles' as common mode of HIV/AIDS transmission out of that eighty six.57% were from on top of primary and thirteen.42% were from up to primary instructional cluster. Most of the women (69.67%) knew 'Sharing contaminated needles as common mode of HIV/AIDS transmission. Our study shows that, most of the respondents (72.69%) wished to understand a lot of concerning ways of bar, out of that sixty three. 45%, 29.44% and

7.10% ladies were from lower, middle and better SECONDARY severally. Conclusions: Adolescent ladies bear physical, emotional and psychological changes. Several doubts and queries arise in their minds particularly relating to procreative and sexual health resulting in worries and anxieties. The assorted levels wherever interventions are often applied to boost adolescent girl's procreative and sexual health.

Kirpa Ram Assistant Professor in Geography, F.G.M. Government College, Adampur , in this study shows, "Disparity on the basis of caste has been common in social, economic and political spheres as well as settlement for generations in India. Social restrictions and degree of discrimination on castes may be attributable, at least in part, to cultural and historical factors and hence could differ from one social group to another. Though, education has been valued as a vehicle of social change but only a few selected Sections of the society generally pursued formal education. Some Sections were explicitly prohibited from receiving education thereby preventing equality in education. This naturally led to wide variations in education, occupation and other economic conditions among population belonging to various social groups. These are most acute in between the 'caste Hindus' and the castes that were treated as 'untouchable' now grouped as scheduled castes (Kulkarni, 2002). In the changing situation of modern India, democratic institutions are giving way to new social patterns and space articulation. Therefore, it would be a matter of great academic interest to conduct a socio-economic survey at village level".

Raghunath, Research Scholar, Department of Economics, Punjabi University Patiala In this study the "Inequality in India is reflecting that has been the topic of debate in the development circles since independence. This debate on Indian inequality can be categorized into two types, based on whether it focuses on *vertical inequalities*, that is inequality across classes based on income or consumption expenditure, or on *horizontal inequalities* which is nothing but inequality between

groups such as those between groups based on caste, religion, gender, etc. Within horizontal inequalities, the focus has been predominantly on inequalities between caste groups i.e. between scheduled groups and non-scheduled groups. It is a wellknown fact that members of the scheduled castes and scheduled tribes have suffered from severe discrimination- social exclusion in the case of scheduled castes and the physical exclusion in the case of scheduled tribes, since historical times”.

Rajeshwari, Bhim Singh , in this research study it was found that the status of women is a recently emerged concept and the status of the women is now in consideration which may be explained as ‘the extent of control on the life of the women in terms of many things like decision making, derived from the access to knowledge means educational accessibility, social inclusion, economic resources and political power and undoubtedly autonomy enjoyed in the process of decision making’. The result also shows the status of women is the cumulative result of past position and present position of women in the society which shows the discrimination. In this context, present research paper studies the status of women in spatio-temporal the specific dimensions of the state of Haryana. The state of Haryana represent the most prominent effect of women status discrimination and the state is one of the developed state of India. However, in the level of various social and economic parameters the level is not matching the level of economic development of women This research paper is based on Secondary data of two different time periods which was obtained from census and relates to two different time periods i.e. 2001 and 2011. The analysis of the data reveals that the situation of women has deteriorated over time with more number of districts joining the category where women are in vulnerable position. Finally it was concluded that the women status is in grey.

2.2 Studies Related to the Personality of Teachers

The Personality of the teachers has been studied extensively in the field of psychology and now in teacher education. It is “the set of underlying traits that determines how an individual typically behaves, thinks, and feels”¹. “It is a central function of a person’s being that causes the person to act in consistent ways across various circumstances has been linked to motivation in a variety of ways” (Medford &McGeown, 2012). Some of the related studies are described:

Suri studied (1973) , Researcher survey to find out that up to what extent the personality traits helps in differentiating the intellectually superior learners with

average and below average learners in Education, M.B. Butch Study pg. 263 and pg. 202 Suri studied the, “personality traits in intellectual, superior category, average category and below average category learners”. Researcher found that superior learners were different in many ways of their working style from average and below average. Outstanding learners seem to be more cognitive ability, differently working style, stable emotionally, assertive and tough minded.

Mathur, C.B.L. studies the personality pattern of the age group of thirteen years learners representing various levels of cognitive ability. The finding of the study was based in the form of a suitable scoring manual which can be used by the class room teachers or counselors to interpret children’s painting for purpose of predication and guidance.

V.P. Gupta studied the effect of personality, age, and motivation on persistence. He found that the mental and physical persistence were affected by motivation situations but effect varies according to individual characteristics. The traits which were to some degree subject to modification by social environment were introversion, extroversion value attitudes, interest etc.

H.K. Mistra , This was an Unpublished Ph.D. thesis dedication III Kharagpore, 1962. Mistra has compared high and low achievers with some variables of personality. The result shows that “both the groups were not significantly different in their extraversion and activity”.

M. Ray Chaudhary, the researcher studied personality of artists and musicians. They found musician to have emotional breadth and tendency to weak interpersonal relationship. Artists to having degree sensitivity.

C.S.K. Shukla, Researcher studied personality characteristics of psychometrically over average and chosen learners. Results reflect that the undesirable traits in seven out of fourteen factors of over chosen possessed socially desirable and under chosen; Significant difference among groups was found in all these factors (1983).

M. Saraswati, compared the personality patterns of adolescence girls and boys. Researcher found that boys are less optimistic than girls. Boys vocabulary is poor than girls. It was found from the study that boys are more aggressive/short tempered and girls are more timid. The result also shows that boys and girls don’t differ on the factor confidence dependability, and inferiority.

R.P. Bhatnagar, An unpublished Ph.D. Thesis Education, Delhi University, 1967. This research was based on the presumptions made on the academic achievement about that it depends on the type of personality a person is having. It reflects that the academic achievement if other things remain same than depends on the type of personality. Here the statistics shows the positive correlation.

C. Sharma, unpublished M.Ed. Dissertations Raj. University. C. Sharma determined the reaction to frustration among normal school children, sub- Normal school children and super- normal school children. The results reflects that there is no consistent relationship was noticed between I.Q. and P.f. Tcst result. Researcher had note that supernormal school children shows slightly better capacity to face any type of frustration effectively and successfully that normal and abnormal. The result also shows for selecting the idealistic choices for the type of vocational choices of the learners.

Chaturvedi. N (1970) studied in this research a sample of five hundred learners from ten high schools and intermediate colleges was studied. The researcher found that the teachers and the learners showed different trends of deviancy and the deviated teachers and learners had definite traits of personality. Such teachers and learners came into conflict with one another more frequently. They were creating problems for the institutions, learners and teachers.

Nagar, (1973) collected a sample from Agra city of Three hundred twenty including one hundred sixty accepted and rejected girls was studied. The researcher found that stars learners and ejectives learners had shown more inclination. The result shows that the socially accepted learners intended to make higher academic achievement where as in comparison to socially unsuccessful learners.

Natoo B.K. (1977) studied the researcher in this study found that “the coefficient of correlation between the socio economic status and personality adjustment of adolescent boys of their parents was 0.78. The co-efficient of correlation shows between personality adjustment of adolescent girls and the socio-economic status of girl’s parents was 0.76. The conclusion is that the higher the socio-economic status of the family higher the adjustment of adolescents is found”.

Prakash P (1977), The researcher found in this study that “the socio-economic status of parents’ plays a very important role in the development of the achievement of needs among adolescents. It was found in this study that there is a

significant difference in upper middle strata and lower-middle strata between need achievements in adolescents. The main findings were that boys and girls do not differ significantly in need achievement; here socio-economic status plays a substantial role in developing need achievement among adolescents where personality traits are not related with need achievement among adolescents”.

Singh (1978) made this research study aimed at analyzing/interpreting the personality adjustment of intelligent and average children. The researcher found that the intelligent children were not different from the average ability children when the case of home adjustment, school adjustment and emotional adjustment comes into consideration.

Singh S. (1980) stated, “highly mature and effective teachers possess good creativity, capacity of intelligence, ability to foster required attitudes in pupils and very much concern for the growth and development of school/ Institutions, etc”.

Bhagoliwal S (1982) conducted a work and in this research study the main aim of the study was to “find out the relationship between personality traits of the teachers on their teaching effectiveness. Whether teaching effectiveness is depend on the personality traits and up to what extent. Researcher found from this study that more effective teachers are grouped by a very fairly high level of differentiation, inclusion and integration in their cognitive and perceptual functioning. The special and effective trait of personality had superior capacity for handling, for imagination and original thinking”.

Mills, Carol J (1983) studied, The Myers, Briggs Type indicator and the Adjective check list were used as tools. A sample of one hundred fifty (sixty five male and eighty five female) gifted adolescents and their parents was studied.

Gupta T.P. (1985) made, In this research study it was found that “there was significant differences among the bright/intelligent to the dull learners with regard to needs, abasement, affiliation, change, autonomy, and heterosexuality. It was found that there was significant differences among the bright/intelligent and the dull learners with regards to socio-economic status of their families”.

Aggarwal U.G (1988), the present study consisted a sample of two hundred twenty one boys studying in classes IX and X. The investigator found that “there is no significant difference between the mean scores of socially rejected and socially accepted adolescents with regard to their home adjustment”.

Sayed Nurjehan(1990) made the researcher in this study selected twenty schools of the Dharwad district of Karnataka state. The main findings were, “there was a significant difference found between the field dependent and field independent groups on the personality factors namely A,B,C,D and Q. The second finding was that there was no significant differences were found between the field independent and field dependent groups”.

Judith SemonDubaset.al (2002) studied in the present research study the sample size is of 305 learners of the age group of 14 to 19 years Dutch adolescents. Here researcher found that “the evidence of a moderate and contemporary effect of restrictive control, particularly for those who are under controllers. In the discussion part of the research it highlights the importance of the family and family environment in understanding behavioral of under controllers correlates of types”.

Rama Devi E. (2004) studied on a samples of two hundred four learners of IX class both boys and girls were selected randomly from six high schools of Guntur city. Researcher used the tools of 1) socio metric Questionnaire 2) Personality Inventory. The researcher found that “(1) there were no isolates in any of the schools studied (2) the accepted learners reported more problems in three areas of family life.(3) academic and social intelligence were taken as the base for the preference with respect to academic issues”.

Scholte, Ron et.al (2005) studied on a sample of three thousand two hundred eight four Dutch adolescent girls and boys were studied. They found in this research that the personality subtypes were associated with very distinctive adjustment patterns.

M. L. Sanz de Ace do Lizarraageet.al (2006) studied on a sample of eleven thousand one hundred seventy nine adolescents (five sixty five girls and six hundred fourteen boys) age between fifteen and nineteen years was studied. Researcher used Goals for adolescents Questionnaire and situational personality Questionnaire. Researcher found that up to a great extent, Personality factors – Superiority, Independence, Adjustment, Emotively, and sociability- Predict goals pursued.

Ram Singh (2008) , the study was conducted on the X class Learners studying in various government and private co-education institutions located in urban and rural areas. Sample consisted of 1691 learners. Hindi version of H.J Eysenck’s Personality Inventory prepared by S.S Jalota and S. D. Kapoor was used as a tool.

The researcher observed that the popular students in boys as well as girls groups and in urban as well as rural groups were found more extroversive in behavior in them than the neglected and rejected students.

Francis, Leslie J and et.al (2010) studied, on a sample of 3,095 adolescents was studied. The researcher used “Eysenck’s three dimensional model of personal happiness as a tool. The data demonstrated a high level of concern for the adolescents saying that low neuroticism and high level of concern for the happiness of others tend to extraversion, high social conformity and low psychotics”.

Meenakshi Mehta (2010) studied on a sample of 120 learners of class tenth was selected from five schools of Ghaziabad district. Researcher applied the tool of Meenakshi Personality Inventory. Researcher had found that “need-achievement, need dominance, need nurturance and need-endurance are positively and significantly related to Learners academic achievement. It was found that some Learners have low achievement and the cause is the low level of related need”.

Namita Mohan and Lipsamayee Bal(2010) studied and data were collected from adolescents (30 boys and 30 girls). They found that “adolescent girls were found to be more ethical than the boys of their age. There was no gender difference with regard to self-concept and Personality type”.

Bimal Charan Swain and Ashok Kumar Parida (2010) studied on the sample of 124 male Learners divided into three groups of 45, 42 and 37 was selected by using purposive sampling technique from one district of Orissa. The findings were “(1) there exists significant positive relationship between socio-metric status derived from the socio-metric criterion and personality factors A, E, F and Q (2) In case of 14 personality factors Measured by High-School Personality Questionnaire, factors B,D,E,G,H,O and Q2 are simple measures. The remaining personality factors have emerged to be complex measures. (Q3) Positive personality traits have been found to be more important than negative ones in making a person popular”.

2.3 Studies Related to the Teaching Competency of Teachers

Fai & Tommy (1996) examined the research study found that “the more competent the teachers were the better they could infer learners self-concept and knowledge. In addition, the contribution of teacher competence in classroom procedures towards predicting teachers' inference of learners self-concept and knowledge was greater than the contribution of teacher competence in interpersonal

skills. This was due to the fact that the items for measuring teacher competence in classroom procedures included some elements of teachers' communication with learners inside the classroom. It was clear that teaching was a two-way process between teachers and learners. Teachers made use of the teaching methods to communicate with learners and learners gave teachers their feedback. Thus communication and interaction between Print to PDF without this message by purchasing nova PDF (<http://www.novapdf.com/>) 34 teachers and learners became obvious. In the final analysis, teachers who were competent in teaching methods and skills could communicate with learners better and had better abilities to gauge and assess their learners' self-concept and knowledge”.

Jaya kanthan (2003) examined the current work has a sample of 300 teachers from 14 schools. “The General Teaching Competence Scale of Passi, et al. and the Teacher Attitude Scale of Ahulwalia” were used in this study. The study revealed that “the Government and Aided school teachers differed significantly in their general teaching competence that men and women teachers differed significantly in their teaching competence, and that age and qualification influenced teaching competence. It also revealed that Government and Aided school teachers differed significantly in their attitude towards teaching, that men and women teachers differed significantly in their Print to PDF without this message by purchasing nova PDF (<http://www.novapdf.com/>) 46 attitude towards teaching, and that the general teaching competence of teachers and their attitude towards teaching were significantly related to each other”.

R.C. Gupta (1976) conducted a study with the use of Cattell’s questionnaire. “He found more effective teachers were significantly more intelligent, possessed emotional stability, high self-concept, and they were more adventurous and tender minded than less effective teachers”.

K. M. Bakhru, S. Sanghi, Y. Medury; (2013), in their research study focused on “essential teaching competencies required in educational institutions. Since the 1920s, the issue of teachers’ qualifications, which can guarantee their effectiveness, has been of concern for not only the science of Pedagogy, but also for those in charge of staffing schools with qualified professionals. As regards this issue, modern studies have revealed that the way in which a teacher carries out his work is determined by the union of his personality traits and acquired knowledge”.

Omare, C &Iyamu, O. S (2006), reveal that “nature and objectives of

Social Studies in Nigerian Secondary schools indicate the affective orientation of the subject. Studies abound on the dominance of cognitive orientation to the teaching and evaluation of the subject in the schools, an indication that the curriculum is poorly implemented. This study assessed the affective evaluation competences of Social Studies teachers in western Nigeria, using the observation methods and rating scale. It was found that the teachers' over-all affective evaluation competences were below the acceptable level and that professionally qualified non-graduate teachers demonstrated more competence than their graduate counterparts. The need to intensify the development of affective teaching skills in Social Studies teacher education was recommended”.

M. Kaur, R. Avenue, A. Talwar, (2014), the study was designed to examine the “relationship between teaching competency and emotional intelligence of Secondary school teachers. Participants were 100 Secondary school teachers who completed the General Teaching Competency Scale (GTCS), and Emotional Intelligence Scale (EIS). The findings of the study reveal a significant positive relationship between teachers' teaching competency and their emotional intelligence. But insignificant difference is found between teaching competencies as well as between emotional intelligence of Secondary school teachers teaching in government and private schools. The study also indicated that teaching competency and emotional intelligence are not influenced by gender”.

R. Kandhavel, N.O. Nellaiyapen, (2016) reveals in this study aims at determining the relationship between teaching competency and teaching aptitude of D.T.Ed., learners. “Teaching Competency Scale (TCS) and Teaching Aptitude Inventory (TAI) constructed and standardized by the investigators were used to collect the data from a sample of 500 D.T.Ed., learners studying the two year Teacher Education Diploma course in various teacher training colleges located in Pondicherry and Cuddler region of Tamilnadu, India. The survey method has been followed and the simple random sampling technique was used in administration of the research tools. Findings revealed that the level of teaching competency and teaching aptitude for D.T.Ed., learners is average. There is a significant difference in teaching competency and teaching aptitude of D.T.Ed., learners based on their type of school education. Also it was found that there exists positive and significant relationship between teaching competency and teaching aptitude of D.T.Ed., learners”.

Asha Thakur, Monika Shekhawat, (2014), says in the “present research work is a descriptive research and to measure the qualities of teacher and teacher competencies. The study has defined different teacher competencies. The main objectives of the study were to find out the components of Teacher competencies and the difference of learners opinion for different teachers regarding their teaching competencies. The subsequent results were drawn by the researcher in the light of the analysis of the data. Mostly Learners are in favor of personal, social, and professional competencies of teacher to improve learners’ performance. The result can be used as part of TQI”.

Parmjot Kaur, (2017), stated in the present study focuses on “teacher efficacy of Secondary school teachers and its relation with teaching competency. This study was carried out in rural and urban Secondary school teachers. Data was collected mainly through questionnaire. Teacher Efficacy Scale (TES) by Kumar and General Teaching Competency Scale (GTCS) by Passi and Lalitha were used respectively. Sample of 200 urban and rural Secondary school teachers were randomly selected for collecting data. This study demonstrated that there is a relationship between teacher efficacy and teaching competency. This study also revealed that there is significant difference between rural and urban Secondary school teachers”.

Mandeep Kaur and Paramjot, (2016), stated the purpose of the present study is “to investigate the relationship between teacher efficacy and teaching competency of Secondary school teachers. The study also examined the differences in teacher efficacy and teaching competency of Secondary school teachers with respect to locale and gender. For this, 200 respondents from Gurdaspur city were selected. The results of the investigation revealed that no significant gender difference in scores of teacher efficacy and teaching competency. The study further revealed that there is significant difference in teacher efficacy and teaching competency of Secondary school teachers with respect to locale. However negative relationship between teacher efficacy and teaching competency of Secondary school teachers is found”.

Shashi Shukla, (2014), stated that “education leads to change...a change towards growth, a change in thinking and a change in positive direction. It’s the key to human progress and teacher plays the most crucial role in the system of education. The teacher is regarded as the foundation on which the stability of the educational

system as well the nation rests. The commitment and competency of teacher is considered to be associated with his satisfaction with the job, attitude towards the profession, etc”.

McDougall, W. (1908). An introduction to social psychology. Boston:

Luce, “The department of psychology that is of primary importance for the social sciences is that which deals with the springs of human action, the impulses and motives that sustain mental and bodily activity and regulate conduct; and this of all the departments of psychology is the one that has remained in the most backward state, in which the greatest obscurity, vagueness and confusion still reign”.

The variables in this research study which were initially of no use to the experimental research became a matter of intensive work and focused interest for the personality theorist. In the study somewhere the “*Impact of Socio-Economic Status and Personality on Teaching Competency of Secondary School Teachers*” needs to study. Sound socio-economic status does not always means that the mindset of a family will be education oriented. In the same way the personality of a teacher put impact on learners and their teaching learning process on the other hand it depends on the individual differences of the learners that how much they grasp the learning material. Here are some dimensional comparison of psychodynamic theories of personality.

Table No. 19: Dimensional comparison of psychodynamic theories of personality

Parameter compared	Freud	Jung	Adler	Horney	Sullivan	Erikson
Purpose	H	H	H	H	H	H
Unconscious determinants	H	H	M	H	M	M
Learning process	M	L	L	M	M	M
Structure	H	H	M	M	M	H
Heredity	H	H	H	L	L	M
Early development	H	L	H	M	M	H
Continuity	H	L	L	M	H	H
Organism emphasis	M	H	M	M	M	M
Field emphasis	L	L	H	M	H	H
Uniqueness	M	M	H	M	H	H
Molar emphasis	M	M	M	M	M	M
Psychological environment	H	H	M	M	H	H
Self-concept	H	H	H	H	H	H
Competence	M	L	H	M	M	H

Group membership	M	L	H	H	H	H
Biology anchoring	H	H	M	L	M	M
Social science anchoring	H	L	H	H	H	H
Multiple motives	L	M	L	L	M	M
Ideal personality	H	H	H	H	M	H
Abnormal behavior	H	H	H	H	H	M

As Table indicates, the psychodynamic theorists generally emphasize the purpose and unconscious determinants of behavior. They are concerned both with the ideal personality and with pathological behavior and some version of the self-concept plays a key role in each of their positions. Notice the variability, however, in the importance they attach to group membership and to heredity. These similarities and discrepancies will become clear as we turn to the theories themselves.

“Freud did not regard his talent for observation as being in any way unusual”, as the following quotation indicates¹:

“When I set myself the task of bringing to light what human beings keep hidden within them, not by the compelling power of hypnosis, but by observing what they say and what they show, I thought the task was a harder one than it really is. He that has eyes to see and ears to hear may convince himself that no mortal can keep a Secret. If the lips are silent, he chatters with his fingertips; betrayal oozes out of him at every pore. And thus the task of making conscious the most hidden recesses of the mind is one which it is quite possible to accomplish”.

Table 20: The sixteen types of Personality description by Myers, I. B., & McCaulley, M. H. (1985).

ENFJ (Extraversion, Intuition, Feeling, Judgment) ENFP (Extraversion, Intuition, Feeling, Perception) ENTJ (Extraversion, Intuition, Thinking, Judgment) ENTP (Extraversion, Intuition, Thinking, Perception) ESFJ (Extraversion, Sensing, Feeling, Judgment) ESFP (Extravert, Sensing, Feeling, Perception) ESTJ (Extraversion, Sensing, Thinking, Judgment) ESTP (Extraversion, Sensing, Thinking, Perception)	INFJ (Introversion, Intuition, Feeling, Judging) INFP (Introversion, Intuition, Feeling, Perception) INTJ (Introversion, Intuition, Thinking, Judgment) INTP (Introversion, Intuition, Thinking, Perception) ISFJ (Introversion, Sensing, Feeling, Judgment) ISFP (Introversion, Sensing, Feeling, Perception) ISTJ (Introversion, Sensing, Thinking, Judgment) ISTP (Introversion, Sensing, Thinking, Perception)
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Sensing types		Intuitive types	
ISTJ	ISFJ	INFJ	INTJ
Serious quiet earn success by concentration and thoroughness. Practical orderly, matter-of-fact, logical, realistic, and dependable. See to it that everything is well organized. Take responsibility. Make up their own minds as to what should be accomplished and work toward it steadily, regardless of protests or distractions.	Quiet, friendly responsible, and conscientious. Work devotedly to meet their obligations. Lend stability to any project or group. Thorough, painstaking, accurate. Their interests are usually not technical. Can be patient with necessary details. Loyal, considerate, perceptive, concerned with how other people feel.	Succeed but perseverance, originality, and desire to do whatever is needed or wanted. Put their best efforts into their work. Quietly forceful, conscientious, concerned for others, Respected for their firm principles. Likely to be honoured and followed for their clear convictions as to how best to serve the common good.	Usually have original minds and great drive for their own ideas and purposes. In fields that appeal to them, they have a fine power to organize a job and carry it through with or without help. Sceptical, critical, independent, determined, sometimes stubborn. Must learn to yield less important points in order to win the most important.
ISTP	ISFP	INFP	INTP
Cool onlookers quiet, reserved, observing and analyzing and unexpected flashes of original-humor. Usually interested in cause and effect., how and why mechanical things work, and in organizing facts using logical principles	Retiring, quietly friendly, sensitive, kind, and modest about their abilities. Shun disagreements; do not force their opinions or values on others. Usually do not care to lead but are often loyal followers. Often relaxed about getting things done, because they enjoy the present moment and do not want to spoil it by undue haste or exertion.	Full of enthusiasms and loyalties, but seldom talk of these until they know you well. Care about learning, ideas, language, and independent projects of their own. Then to undertake too much. Then somehow get it done. Friendly, but often too absorbed in what they are doing to be sociable. Little concerned with possessions or physical surroundings.	Quiet and reserved. Especially enjoy theoretical or scientific pursuits. Like solving problems with logi and analysis. Usually interested mainly in ideas, with little liking for parties or small talk. Tend to have sharply defined interests. Need careers where some strong interest can be used and useful.
ESTP	ESFP	ENFP	ENTP
Good at on the spot problem solving. Do not worry, enjoy whatever comes along. Tend to like mechanical things and sports, with friends on the side. Adaptable, tolerant, generally conservative in values. Dislike long explanation. Are best with real things that can be worked. Handled, taken apart, or put together.	Outgoing, easy going accepting, friendly, enjoy everything and make things more fun for others by their enjoyment. Like sports and making things happen. Know what's going on and join in eagerly. Find remembering facts easier than mastering theories. Are best in situations that need sound common sense and practical ability with people as well as with things.	Warmly enthusiastic, high spirited, ingenious, imaginative. Able to do almost anything that interests them. Quick with a solution for any difficulty and ready to help anyone with a problem. Often rely on their ability to improvise instead of preparing in advance. Can usually find compelling reasons for whatever they want.	Quick, ingenious, good at many things. Stimulating company, alert and outspoken. May argue for fun on either side of a question. Resourceful in solving new and challenging problems. But may neglect routine assignments. Apt to turn to one new interest after another. Skilful in finding logical reasons for what they want.
ESTJ	ESFJ	ENFJ	ENTJ
Practical, realistic. Matter of fact, with a natural head for business or mechanics. Not interested in subjects they see no use for but can apply themselves when necessary. Like to organize and run activities. May make good administrators, especially if they remember to consider others feelings and points of view.	Warm hearted, talkative, popular conscientious, born co-operators, active committee members. Need harmony and may be good at creating it. Always doing something nice for someone. Work best with encouragement and praise. Main interest is in things that directly and visibly affect people's lives.	Responsive and responsible. Generally feel real concern for what others think or want and try to handle things with due regard for the other person's feelings. Can present a proposal or lead a group discussion with ease and tact. Sociable, popular, sympathetic. Responsive to praise and criticism	Hearty, frank, decisive, leaders it, activities, usually good in anything that requires reasoning and intelligent talk, such as public speaking. Are usually well informed and enjoy add to their fund of knowledge. May sometimes appear more positive and confident than their experience in an area warrants.

Research Gap

The researcher had studied a huge number of studies (National and international) in the form of thesis, research papers and articles and found various relevant works done on socio-economic status, personality of teachers and teaching competencies of the teachers of Secondary school. Various studies were conducted in Haryana also. “The Indian studies are relate to the impact of socio-economic status on academic-achievement of school Learners: an investigation. 15 marks based on socio-economic status. The effect of literacy and socio-economic status on issues related to adolescent girls. Socio-economic analysis (a case study of village Chaudhari wali)”. Socio-economic variable which was studies as conditions of scheduled castes in Haryana was there. Status of women in Haryana a spatio-temporal study. A study of differential personality traits in intellectually superior, average and below- average Learners. Analytical study of children’s painting as indication of their personality bittern. The effect of age personality and motivation on persistence in Punjab University. In engineering education, the study was conducted on personality factors of high and low achievers. Exploration in the personality of artistes, musician literature proceeding of Indian science progress. Stoichiometric approach to personality. Compared the personality pattern of adolescent’s boys and girls. A study of various personality variables as predictors of academic achievement. A study of reactions to frustration among the super- normal and sub-normal. Personality as a factor in teacher –learners deviation. Impact of socio-economic status on personality adjustment of adolescents. A study of need achievement and personality traits in adolescents. An examination of personality adjustment of superior and average children. Relationship between teacher’s personality, teaching success and behavioral changes in Learners. Relationship between teachers' attitude towards teaching and general teaching competence. “Various studies were conducted recently on the related areas like S. Sharma (2018) Crossing Boundaries, Escaping Marginality: An exploration of Socio-Cultural Changes and its impact on Girls Education in Haryana, S. Sharma (2018) Developmental Perspectives on Identity its Nature and Formation, S. Sharma & P.A. Lone (2018), Personality Traits and Social Intelligence of College-going Students in Relation to their Locality, S. Sharma (2018), Impact of Emotional Intelligence on cognitive Difficulty and Academic Achievement of Higher Secondary Students, S. Sharma &R. Hayat (2018) Schooling and the Meo Girl Children: Some insights from the field, S. Sharma &R. Hayat (2018),Massacred Childhood and

Breathing Hope: Schooling and the Meo Girl Children, S. Sharma & A.K. Das (2017), A Concept Note on Vocational Training on Behavioral Skills in Mild Intellectually Disabled Person, S. Sharma & P.A. Lone (2017) Impact of Learning Style on Academic Achievement An Exploration in Context of Secondary School Students, S. Sharma & A.K. Das (2017), Vocational Training on Behavioral Skills in Mild Intellectually Disabled Person: An Empirical Study, S. Sharma & A.K. Das (2017), Effect of Spiritual Attitude of Parents of Mentally Challenged Children, S. Sharma & P. Yadav (2017), Effect of Social Networking Addiction and Academic Self Concept in Adolescents on their Academic Achievement, S. Sharma & A. Rai (2017), A Study of Teaching Competency among the Prospective Teachers Studying in Central and State Universities, S. Sharma & P. Yadav (2017), Social Networking Addiction and Academic Self Concept, S. Sharma & R. Hayat (2016), Mewat, Identity and Meo girls' education: An analysis, S. Sharma & S. Kumar (2016), Use of CAI in Special Education : An Approach Towards children With Mental Retardation, S. Sharma (2016), Evaluation of Academic achievement: a Theoretical Concept on Remedial and enrichment teaching, S. Sharma & Dilbag (2015), Children with Special Needs and their Educational Aspirations". The teacher effectiveness was found out through personality tests. The analysis of teaching competencies can be done only proper monitoring and performance. After studying all these studies researcher found that no study is conducted in Mahendergarh and Gurugram district of Haryana having the variables of socio-economic status, personality of teachers and teaching competencies of the teachers of Secondary school all together. Therefore researcher decided to study taking these variables for his research work.

Chapter 3

Research Design and Procedure

3.1 Introduction

A research design and research procedure provides a framework of the activities of research which was conducted. “A research design is the set of methods and procedures used in collecting and analyzing measures of the variables specified in the problem research. The design of a study defines the study type (descriptive, correlation, semi-experimental, experimental, review, meta-analytic) and sub-type (e.g., descriptive-longitudinal case study), research problem, hypotheses, independent and dependent variables, experimental design, and, if applicable, data collection methods and a statistical analysis plan. A research design is a framework that has been created to find answers to research questions”.

The present study aims at examine “Impact of Socio-Economic Status and Personality on Teaching Competency of Secondary School Teachers”

Research Design and Procedure

Research Methodology

“Research Methodology is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. Typically, it encompasses concepts such as paradigm, theoretical model, phases and quantitative or qualitative techniques”. *The methodology guiding the present research has been explained under the following steps:-*

Step I: Research design

Step II: Sample design

Step III: Tools

Step IV: Data collection

Step V: Statistical techniques

STEP I

Research Design

Best and Kahn (1989) stated, “Descriptive research is concerned with all of the following hypothesis formulation and testing, the analysis of the relationship between non-

manipulated variables and the development of generalization. In descriptive research variables that exist or have already occurred are selected and observed”.

STEP II

Sample Design

The Simple Random sampling was used in the present study. The researcher took total number of 300 teachers of Secondary schools from Mahendergarh and Gurugram District of Haryana.

STEP III

Tools

For collecting the data researcher used standardized tool and used semi-structured interview:

1. Tool 1: “Socio-Economic Status Scale Developed by L.N. Dube and B. Nigam, Saraswati Shiksha Mahavidhaliya, Jabalpur”
2. Tool 2: “General Teaching Competency Scale (GTCS) by Prof. B. K. Passi and Mrs. M.S. Lalitha from National Psychological Corporation, Agra”
3. Tool 3: “Eysenck’s Personality Questionnaire-Revised by Dr. S. Jalota and Dr. S.D. Kapoor”
4. Tool 4: “Interview with teachers regarding the incorporation of digital teaching”

Description of the Standardized tests

“A standardized test is a test which is administered and scored in a consistent, or standard, manner. Standardized tests are designed in such a way that the questions, conditions for administering, scoring procedures, and interpretations are consistent and are administered and scored in a predetermined, standard manner”.

1. **“Socio-Economic Status Scale Developed By L.N. Dube and B. Nigam, Saraswati Shiksha Mahavidhaliya, Jabalpur”**

“The Socio- Economic Status indicates the similarity of social position, income, occupation and education. Economic and educational factors play important role in determining the SES. The official position, rights, privileges and respect in society are other factors which raise the SES of the individuals and the family” (Franzen R, 1962).

“The SES may be inherited or achieved, but in modern society it provides certain advantages to the individual and their children. The children perceive their own social and economic status and it determines their social behaviour, their adjustment to social situations and social effectiveness” (Caltell RB, 1942). The SES of the family in community gives the home a distinctive character. The pattern of the family life differs from one social group to another. There are differences in home management, in husband-wife relationship, in parents- children relation, family values, in social conformity, in the use of money, in the child training, attitudes towards discipline and attitude towards personal and family life. Children easily recognize the social status of their families. It has marked effect on their parents especially towards the father, who is the family bread-inner. If their family status is at least equal to their petard, children are proud of their fathers, when they recognize it to be inferior; they are ashamed of their fathers. Children easily discover that the differences the people have and way they live learn that these differences are related to their fathers’ social status and occupations, and that some people are labelled ‘rich’ whole others are labelled ‘poor’ and add these meaning to their social development and social behaviour, (Hurlock, E. B., 1996). The social behaviour of the child is directly related to the society in which he lives. The SES directly affects his perception, cognitions, emotions, individual and social behaviour and goals. The SES affects personality development. The people of lower SES have more frustrations, have more experiences of failure and have limited goals of life. Middle SES people suffer from extreme anxiety and pessimistic attitudes when they find that they are not getting ahead in school, business or social life. This makes them self-rejected people from higher SES feel satisfied and honoured and ambitious. The poor economic conditions of the parents bring lot of miseries to their children. Children are deprived of many advantages and develop inferiority complex.

Reliability and Validity

Reliability coefficient of the scale was computed by Test-retest method with a gap of 15 days, and correlation was found 0.82. Validity coefficient was found out by correlating the scores with SES scale rural, constructed by Dr. S.P Kulshreshta and correlation coefficient was 0.79.

Coefficient of correlation between areas

Areas	Eco.	Edu.	S.S.
Economic status	0.43	0.66	
Educational status	0.43	0.41	
Social status	0.66	0.41	

Norms: Norms are computed by taking into consideration the concept of normality. The range of S D is -1.5 to 2.5. The distribution is as below:

Range of SD Scores

+ 1.5 to 2.5
+ 0.5 to 1.5
- 0.5 to +0.5
-1.5 to – 0.5

Interpretation of Raw Scores

- Range of scores	Class of SES
- 80 and above	indicates Upper class
- 65-79	indicates Upper Middle class
- 50-64	indicates Middle class
- 35-49	indicates Lower Middle class
- 34 and less	indicates Lower class

Administration of Socio Economic Status Scale

Taking all the sections necessary for administration of the scale, the printed booklets are counted and distributed to the samples. The respondents are asked to put a tick mark against the statements, which seems to be most suitable for them. Time limit was not kept for completing the questioner. However, most of the Learners took about 20 minutes for completing it. All the responded booklets are collected and counted. While administering SES scales following precaution are kept in mind: that a comfortable seating arrangement was made for the teachers in a quite environment. The writing material was arranged for respondents/teachers. The related instructions was read by the researcher with explanation. Respondents/teachers were told to give their responses/answers on the answer sheet only. The respondents/teachers were motivated for free ad frank responses. The doubts were solved before the test starts.

2. “General Teaching Competency Scale (GTCS) By Prof. B. K. Passi and Mrs. M.S. Lalitha from National Psychological Corporation, Agra”

Teaching as a profession which constitutes the tasks of a teacher in the institution and it becomes the reason for the success of an institution. Lot of changes were seen in the society and various question were arrived in the mind of the public that whether really a teacher is still very competent towards teaching and committed towards the society. Whether teacher is applying all types of teaching skills and teaching methods in the classroom. Teacher’s competency is on stake and therefore after rigorous effort Prof. Passi had constructed this standardised test for the benefit of the further research. He defined the objectives for the lesson prepared that it should be very much clearly stated and satisfies all the criteria. The criteria that it should be written in the behavioural terms, very much learner specified, learning conditions must be taken into consideration and standard of achievement. The objective of the lesson must be clearly related to the content and content should be according to the maturity level of the learners. The selection of the subject matter or content needs to be relevant, adequate and accurate. There should be no scope of technical mistake. The organization of Content needs to be logical continuity and psychologically arranged. The supportive teaching aids needs to be appropriate. Audio-Visual Material should be suited to learners and suited to the content and also it should be adequate. The introduction of the lesson makes lot of difference in the teaching and the understanding level of the students where nonverbal participation of learners can be seen initially. Asking previous knowledge questions to the learners relevant to the topic. Delivery of the subject matter should be accurate. Well-structured question which should be grammatically correct, relevant, specific and concise. The evaluation procedures can be recognizing attending behaviour of pupils (verbal and visual), asking questions for feedback, or given them some test items to be answered in the class. The remedial measured can be asking prompting or seeking further information questions, repeating or retouching use of more audio-visual aids using more concrete, simple, and interesting examples and illustrations etc. The distribution of the various items in this tests were related to the different/various classification of teaching skills is given in Table 1.

Table No. 21: Distribution of items in Different Classification of Teaching Skills

Classification of items	No. of items	Serial No. of Teaching skills
Teaching Skill-Planning	4	1 to 4
Teaching Skill-Presentation	11	5 to 15
Teaching Skill-Closing	02	16 & 17
Teaching Skill-Evaluation	02	18 & 19
Teaching Skill-Managerial	02	20 & 21
Total	21	

- a) Reliability of GTCS is as follows: Since this is an observation tool, the more appropriate type of reliability is the inter-observer reliability. The inter-observer reliability coefficient ranged from 0.85 to 0.91.
- b) Validity of the GTCS is as follows: Based on a large number of classroom observations, the observation schedule was revised wherein one of the teaching skills was dropped because of high overlap. The final form of the schedule consisted of 86 well defined categories. Using the schedule 23 teachers from the city of Baroda and 130 teachers of city of Bangalore were observed. It was possible to obtain Scott's coefficient of inter-observer agreement ranging from 0.78 to 0.80 while observing teachers on the process variables chosen.

3. “Eysenck’s Personality Questionnaire-Revised By Dr. S. Jalota and Dr. S.D. Kapoor”

The Eysenck Personality Questionnaire is the result of many years of developmental work. It was designed to relinquish rough and prepared lives of 3 necessary temperament dimensions: Psychoticism and neurosis. Each of those 3 traits are unit measured by means that of one hundred queries, rigorously designated once extended item analysis and correlational analysis. The earlier history of the development of inventories for the purpose of measuring these three traits have been reviewed in the structure of Human personality. And the detailed description of the actual derivation of the scales here presented has also been published. The theoretical background and the experimental validation of the concepts of psychoticism, neuroticism, and extraversion have been in a series of books. The final version of the EPQ is described in considerable detail in the book titled

Psychoticism. A Dimension of Personality (Eysenck and Eysenck, 1975): most of the data here given are taken from that book. However accumulation of data has continued beyond the point where the book was written and consequently we have on occasion, given means, standard deviation and other statistics based on large samples than those referred to in the book. Our collection of samples has been much simplified by our finding. The relative lack of importance of social class makes the construction of reasonable sample much easier, and if our claim be accepted that class is of marginal influence only, then our samples may be regarded as reasonably representative. Even so, we have always tried to include members of all social class. We do not claim to have used truly random or representative samples, but we have avoided the frequent error of test makers of using students as representatives of non-psychiatric population, the great majority of our subjects are in fact not students, but wage earners, housewives, and other 'normal' groups. The final version of adult EPQ may prove interesting to the reader to check our factor loadings for each item used in previous studies against the factor loading of the same item as obtained in previous analyses. This is a more convincing argument for factor immutability than statistical estimates of standard errors, or other similar manipulations of data from a single application. Of equal interest, of course, is the comparison of data from the male and female samples, we have looked for consistency in this comparison before accepting items into our final questionnaire

The reliability of Eysenck's Personality Questionnaire: ranges from .80 to .90

4. "semi-structured Interviews were conducted with teachers regarding the incorporation of digital teaching"

- *Question No.1: Do you have any competency of digital use of equipment.*
- *Question No.2: What kind of digital initiative is taken in your institution?*
- *Question No.3: Do you have fully furnished ICT lab in your institution.*
- *Question No.4: Do your classrooms have smart boards.*
- *Question No.5: What kind of digital initiative you are taking in the class.*

3.2 Research Design

Sample Design

A sample design may be defined as the small number of population elements so chosen that they represent the whole study. The research study on these variables are not possible to conduct on a very large population. Practically there were few limitation like Cost and duration of the research. Therefore, Simple Random sampling was used; in the present study the researcher took total number of three hundred teachers were taken from the secondary schools of Mahendergarh and Gurugram District.

3.3 Methods and Procedure Adopted

The present study has adopted specific research design, methodology and procedures to conduct this research. This was an important step for the preparation of writing the present research report. This step provides/give a base line for the conduct of the research and provide the initial direction to the researcher. A very systematic plan and procedure was used by the researcher to complete the entire work and the report writing part is an essential component which researcher tried to complete. J. W. Best (2007) “Research is considered to be the more formal, systematic, intensive process of carrying on the scientific methods of analysis. It involves of more systematic structure of investigation, usually resulting in some sort of formal record of procedures and a report of result or conclusions”. Kothari⁶ stated that “Research Design stands for advance planning of the method to be adopted for collecting the relevant data and the techniques to be used in their analysis, keeping in view the objectives of the research to availability of staff, time and money”. The present research work was **“Impact of Socio-Economic Status and Personality on Teaching Competency of Secondary School Teacher”**.

3.4 Methodology

In this study the researcher followed the mixed method approach. For quantitative method descriptive survey research design were followed by the researcher. For qualitative analysis of the data interviews were used for collecting data.

Regression: When two related variables have cause and effect relationship and when a change in one variable induces a change in the other variable then there exists correlation between them. Thus, the strength of relationship between them can be known and measured by the correlation. If the average value of one variable is to be estimated corresponding to the given value of the other variable then regression is used. Here, of course the cause and effect relationship between two variables is tacitly implied. A variable in which change occurs is called a cause variable or independent variable. We shall call it an independent variable and we shall denote it by X. the other variable whose value is to be estimated corresponding to a given change in X is called an effect variable or dependent variable and we shall denote it by Y. In statistical terms, we say that there is some definite mathematical relationship with an error term.

$$Y = \alpha + \beta X + \mu(\text{error term})$$

Where,

Y = Dependent variable

X = Explanatory variable/Independent variable

α = Constant term

β = Coefficient term/ slope of the equation

(Regression analysis was utilized with the help of statistical Package for the social Sciences (SPSS) Statistical Package to find out the co-relation between socio-economic status, personality, teaching competency of teachers and further the scores of the standardized of teaching competency and academic scores of the students.)

3.5 Population and Sample

In this research study, the population is defined as the secondary school teacher's teachers of the state Haryana. In order to select the sample District Mahendergarh and Gurugram was taken. Sample of 300 secondary school teachers were selected from the two districts through simple random sampling. The mean score of the learners were taken into consideration for the academic achievement. The scores of class 10th was taken because it was board examination and the question paper was well structured.

Table: List of the Schools

District Gurugram	
Sr. No.	School Name
1	Gyan Devi Public School Secondary-17Gurugram
2	Lion Public School Secondary-10A Gurugram
3	Selwan Public School Secondary- 15 P2Gurugram
4	DAV Public School Gurugram, Sec-14
5	Gurgaon Public School Secondary- 55Gurugram
6	Government Senior Secondary School Bajghera
7	Government Senior Secondary School GahriHarsauGurugram
8	Government Senior Secondary School KasanGurugram
9	Government Senior Secondary School Manesar BoysGurugram
10	Government Girls Senior Secondary School ManesarGurugram
11	Government Senior Secondary School MankronaGurugram
12	Government Senior Secondary School ShikhopurGurugram
13	Government Senior Secondary School BasiGurugram
14	Government Senior Secondary School Gurugram sec.-4
15	Amity International School Maneser Gurugram
16	Blue Bells Model School Gurugram Sec-4
17	Colonel`s Central Academy School Gurugram Sec-4
18	Canterbury Public School Gurugram
19	D.A.V. Public School Gurugram Sec-14
20	D.P.S. School DLF City Gurugram
21	Excelsior American School Gurugram Sec-43
22	G.D.Goenka Public School Gurugram, Sec-48
23	Ajanta Public school Gurugram Sec-31
24	Indus World School Gurugram Sec-70
25	Shiv Nadar School DLF City,Gurugram
26	Delhi Public School Sec-45Gurugram
27	Kapil Public School Sec-22Gurugram
28	MDS Sec-37 Gurugram
29	Lancer International SchoolSec-53 Gurugram

30	Lord Jesus Public SchoolSec-8 Gurugram
31	Lotus Valley International SchoolSec-50 Gurugram
32	Matrikiran High School Vatika Sec-83 Gurugram
33	Hans Raj Public School Sec-7 Gurugram
34	Modern Public School Sec-84 Gurugram
35	Presidium School Sec-57Gurugram
36	Aravali Public School Panchgaon Gurugram
37	Rabindranath World School DLF Phase-3 Gurugram
38	Ridge Valley School DLF Phase-5 Gurugram
39	Ryan International SchoolSec-40 Gurugram
40	Scottish High School Sec-57 Gurugram
41	Shalom Hills International SchoolSec-52 A Gurugram
42	Sherwood Convent SchoolSec-25 Gurugram
43	Gurugram Public SchoolSec-55 Gurugram
44	Shri Ram Global School Gurugram

District Mahendergarh	
Sr. No.	School Name
1	Government High School Tigra District Mahendergarh
2	Government Senior Secondary School Bihali , District Mahendergarh
3	Government Senior Secondary School Bacchod, District Mahendergarh
4	Government Senior Secondary School Silarpur,-District Mahendergarh
5	Government Senior Secondary School NangalChoudhary
6	Government Senior Secondary School Chanrpura
7	Aarohi Modal School Mandana District Mahendergarh
8	Government Senior Secondary School Ateli, District Mahendergarh
9	Government Senior Secondary School Narnaul
10	Government Senior Secondary School Narnaul
11	Government Senior Secondary School DulothJat, District Mahendergarh
12	Government Senior Secondary School DongraAhir, District Mahendergarh
13	Government Girls Senior Secondary School. Champa Devi Ateli

14	Government Senior Secondary School District Mahendergarh
15	Government Senior Secondary School Nangal Sirohi
16	Ganpati Shiksha Niketan Bhoori District Mahendergarh
17	M.R.P.S. Mittarpura, District Mahendergarh
18	RNR Public School Ateli District Mahendergarh
19	Ram Krishana Public District Mahendergarh
20	Government High School Ateli Begpur District Mahendergarh
21	Baba Kheta Nath Sihma District Mahendergarh
22	Government High School Ganiyar District Mahendergarh
23	Government Senior Secondary School Kheri District Mahendergarh
24	Lord Krishan Sihma District Mahendergarh
25	Yaduvanshi School Narnaul District Mahendergarh
26	RPS Narnaul District Mahendergarh
27	RPS District Mahendergarh
28	SURAJ School Kanina District Mahendergarh
29	Balaji Public School Bhungarka District Mahendergarh
30	Shri Krishan Bhungarka District Mahendergarh
31	Jyoti High School Ateli District Mahendergarh
32	Modran High School Bhojawas District Mahendergarh
33	Vidya Devi International School Ateli District Mahendergarh
34	Aishly Public School Ateli, District Mahendergarh

3.6 Treatment of Data

In present study researcher has applied both quantitative and qualitative techniques. “Data and information or knowledge are often used interchangeably; however data becomes information when it is viewed in context or in post-analysis.”^[2] While the concept of data is commonly associated with scientific research, data is collected by a huge range of organizations and institutions, including businesses (e.g., sales data, revenue, profits, stock price), governments (e.g., crime rates, unemployment rates, literacy rates) and non-governmental organizations (e.g., censuses of the number of homeless people by non-profit organizations)⁷. *Regression analysis was utilized with the help of statistical Package for the social Sciences (SPSS) Statistical Package to find out the co-relation between socio-economic status, personality, teaching competency of teachers and further*

the scores of the standardized of teaching competency and academic scores of the students". In-depth interactions were also done with Learners, parents and teachers so as to understand the data more comprehensively and discuss the result more emphatically. This provided the researcher an opportunity to understand the dichotomy between quantitative and qualitative assessment of data. This was used just to corroborate the findings derived from statistical tools.

In the present research work researcher has applied both quantitative and qualitative techniques. Therefore the statistical techniques were used to provide meaning to the raw data. For this the researcher has applied SPSS to measure various statistical value/parameter with minimizing human error. Statistical techniques i.e. Regression analysis was used.

3.7 Experience and challenges during data collection

No research is conducted by any researcher without facing any problems and challenges in the field. Finding solution to these problems and challenges provides an insight to the researcher to carry forward one's own research on the one hand and on the other, it paves the way for coming generation of researcher to economize and plan their research more accurately. One of the major challenges that the researcher faced is related to seeking permission from the schools for collection of data and administrator' apathy towards access of sample subject as the teachers are reluctant sending learners to take the test. These problems are sorted out by making rapport with the principal and teachers. They are convinced that the research will strengthen school education and will benefit all those who are concerned with school education. The researcher also encountered problems due to examination in some of the schools that are going on and the sample Learners are busy in its preparation. It could have been far better if the schedule of the school chosen as sample had been procured beforehand for the reason of time scheduling.

In present study have been analyzed quantitatively have been presented and analyzed in the next chapter. As has been mentioned earlier that tools namely "**Socio-Economic Status and Personality of Teaching Competency of Secondary School Teachers**". Regression analysis was used to analyze the data in order to see the impact of the independent variable on the dependent one.

Further, the data gathered through in-depth interaction based on referral points included, sample Learners, parents and teachers of sample Learners. Their points included, sample Learners, parents and teachers of sample Learners. Their narrative has been processed ad-verbatim while processing the data which were initially written on a master sheet. Similar and dissimilar points from the interaction were noted down so as to process easily. The narratives were employed to understand the data more comprehensively and discuss the result more emphatically.

Chapter 4

Analysis and Interpretation of Data

4.1 Analysis and Interpretation of Data

“Statistics is the branch of science methodology. It deals with collection, classification, description and interpretation of data obtained by conduct of surveys and experiments. Its essential purpose is to describe and draw inferences about the numerical properties of population”. **George A Ferguson**

“Analysis is the ordering – the breaking down of data into constituent parts in order to obtain answer to research questions”. **Kerlinger**

In the present research study, the researcher has made an attempt to analyses and interpret the data by using the following statistical techniques.

4.2: Regression

When two related variables have cause and effect relationship and when a change in one variable induces a change in the other variable then there exists correlation between them. Thus, the strength of relationship between them can be known and measured by the correlation. If the average value of one variable is to be estimated corresponding to the given value of the other variable then regression is used. Here, of course the cause and effect relationship between two variables is tacitly implied. A variable in which change occurs is called a cause variable or independent variable. We shall call it an independent variable and we shall denote it by X. the other variable whose value is to be estimated corresponding to a given change in X is called an effect variable or dependent variable and we shall denote it by Y. In statistical terms, we say that there is some definite mathematical relationship with an error term.

$$Y = \alpha + \beta X + \mu(\text{error term})$$

Where,

Y = Dependent variable

X = Explanatory variable/Independent variable

α = Constant term

β = Coefficient term/ slope of the equation

4.2 Quantitative Analysis

Objective 1. “To study the impact of teaching competency on the academic achievement of the learners”.

Hypotheses 1: “There is no impact of teaching competency on the academic achievement of the learners”.

Table No 22: Executive summary of teaching competency on the academic achievement of the Learners.

Executive Summary				
Model	R	R Square	R Square Adjusted	Estimated Standard Error
1	.050	.003	-.001	9.421

a. Predictors: (Constant), Teaching Competency

The above table is interpreted that the value of r is .050 which shows that there is no correlation between the teaching competency of teachers and the academic achievement of Learners and in the table value of r square is .003 which shows that .003 percent variation in academic achievement of Learners is described by the teaching competency of teachers. The standard error estimate is 9.421 and the adjusted R Square is -.001. This can also be interpreted that in present societal system Learners are learning from various other sources. They have electronic gadgets with them and through which Learners can learn new knowledge of the subject.

Table No 23: ANOVA Table

Models	Squares Sum	Df	Mean Square	F	Significance
Regression	66.820	1	66.820	.753	.386
Residual	26449.430	298	88.756		
Total	26516.250	299			

a. Dependent Variable: Academic Achievement

b. Predictors: (Constant), Teaching Competency

In the above table the value of F is 0.753 which is lower than the value at .05 level of significance which shows that there is no impact of teaching competency of teachers on the academic achievement of the Learners. The hypothesis, there is no impact of teaching competency on the academic achievement of the Learners is accepted.

Table No 24: Coefficient of correlation for *teaching competency on the academic achievement of the Learners.*

Coefficients						
Model		Coefficients Unstandardized		Coefficients Standardized	t	Significance
		B	Standard Error	Beta		
1	(Constant)	72.020	2.627		27.410	.000
	Teaching Competency	.023	.027	.050	.868	.386
Dependent Variable: Academic Achievement						

From the above given Coefficient of correlation table it can be explained that the value of p is higher than the value at 0.05 level of significance which shows that there is no impact of teaching competency on the academic achievement of the Learners. It means that academic achievement is depend upon many other factors. These factors may be directly or indirectly connected. In present scenario the ICT plays a very important role in the life of learners. They explore many literature from Internet sources.

Objectives 2: “To study the impact of socio-economic status on the academic achievement of the Learners”.

Hypotheses 2: “There is no impact of socio-economic status on the academic achievement of the Learners”.

Table No 25: Executive Summary for *socio-economic status on the academic achievement of the Learners*

Executive Summary				
Model	R	R Square	R Square Adjusted	Estimated Standard Error
1	.031	.001	-.002	9.428

a. Predictors: (Constant), Socio-Economic Status (SES)

The above table is interpreted that the value of r is .031 which reflects that there is no correlation between the socio-economic status of teachers and the academic achievement of Learners where the value of r square is 0.031 which shows that 0.031 percent variation in academic achievement of Learners is explained by the socio-economic status of

teachers. The standard error estimate is 9.428 and the adjusted R Square is -.002. Here the personal attitude and aptitude put impression / motivate Learners.

Table No 26: Describing ANOVA for socio-economic status on the academic achievement of the Learners

ANOVA						
Models		Squares Sum	df	Mean Square	F	Significance
1	Regression	25.190	1	25.190	.283	.595
	Residual	26491.060	298	88.896		
	Total	26516.250	299			

a. Dependent Variable: Academic Achievement

The above table is interpreted that the value of F is 0.283 which is lower than the value at 0.05 level of significance which shows there is no impact of socio-economic status of teachers on the academic achievement of the Learners. The hypothesis, there is no impact of socio-economic status on the academic achievement of the Learners is accepted. It may be because socio-economic status alone is not responsible for the achievement of learners. There are various other factors like family environment, education of parents, number of siblings, work status of the parents and many more.

Table No- 27: Coefficient of correlation for Socio-Economic Status on the Academic Achievement of the Learners

Coefficients						
Model		Coefficients Unstandardized		Coefficients Standardized	t	Significance
		B	Standard Error	Beta		
1	(Constant)	72.156	3.972		18.166	.000
	socio-economic status (SES)	.029	.055	.031	.532	.595

a. Dependent Variable: Academic Achievement

The above table explained that the value of p is higher than the value at 0.05 level of Significance which shows that there is no impact of socio-economic status on the academic achievement of the Learners. The coefficient data also says that achievement in academic is not depend on the single factor i.e. socio-economic status of the learner.

Objectives 3: “To study the impact of personality traits on the academic achievement of the Learners”.

Hypotheses 3: “There is no impact of personality traits on the academic achievement of the Learners”.

Table No28: Executive Summary of Personality traits on the Academic Achievement of the Learners

Executive Summary				
Model	R	R Square	R Square Adjusted	Estimated Standard Error
1	.158	.025	.022	9.315

a. Predictors: (Constant), Personality

The above table interpreted the result as the value of r is 0.158 which shows that there is very low correlation between the personality traits of teachers and the academic achievement of Learners and the value of r square is .025 which shows that .025 percent variation in academic achievement of Learners is described by the personality traits of the teachers. The standard error estimate is 9.315 and the adjusted R Square is -0.025.

Table No 29: Describing ANOVA of Personality traits on the Academic Achievement of the Learners

ANOVA					
Models	Squares Sum	df	Mean Square	F	Significance
Regression 1 Residual Total	Regression	1	658.377	7.587	.006
	Residual	298	86.771		
	Total	299			

Dependent Variable: Academic Achievement

b. Predictors: (Constant), Personality

In the above table the value of F is 7.58 which is higher than the value at .05 level of significance which shows there is an impact of personality traits of teachers on the academic achievement of the Learners. The hypothesis, there is no impact of personality traits of teachers on the academic achievement of the Learners is rejected.

Table No 30: Coefficient of correlation for Personality traits on the Academic Achievement of the Learners

Coefficients

Model	Coefficients Unstandardized	Coefficients Standardized	t	Significance
	B	Beta		
(Constant)	60.077		11.613	.000
1	.060	.158	2.755	.006
Personality				

Details of the above given table can be explained that the given value of p is lower than the value at 0.05 level of significance which shows that there is an impact of personality traits of teachers on the academic achievement of the Learners.

Objectives 4: “To study the impact of teaching competency, socio-economic status and personality traits on the academic achievement of the Learners”.

Hypotheses 4: “There is no impact of teaching competency and socio-economic status and personality traits on the academic achievement of the Learners”.

Table No 31: Executive Summary of teaching Competency, Socio-economic Status and Personality traits on the Academic Achievement of the Learners

Executive Summary

Model	R	R Square	R Square Adjusted	Estimated Standard Error
1				
1	.172	.030	.020	9.323

a. **Predictors: (Constant), SES, Teaching Competency, Personality**

From the above given table it can be interpreted that the value of r is .172 which shows that there is very low correlation between teaching competency, socio-economic status, the personality traits of teachers and the academic achievement of Learners and the value of r square is .030 which shows that .030 percent variation in academic achievement of Learners is described by the personality traits, socio-economic status and the teaching

competency of teachers. The standard error estimate is 9.323 and the adjusted R Square is 0.020.

Table No 32: Describing ANOVA for Teaching Competency, Socio-economic Status and Personality traits on the Academic Achievement of the Learners

ANOVA					
Models	Squares Sum	df	Mean Square	F	Significance
1 Regression	787.643	3	262.548	3.021	.030
Residual	25728.607	296	86.921		
Total	26516.250	299			

a. Dependent Variable: Academic Achievement

b. Predictors: (Constant), Socio-economic Status (SES), Teaching Competency, Personality

In the above table the value of F is 3.02 which is higher than the value at .05 level of significance which shows there is an impact of teaching competency, socio-economic status and the personality traits of teachers on the academic achievement of the Learners. The hypothesis, there is no impact of teaching competency, socio-economic status, personality traits of teachers on the academic achievement of the Learners is rejected.

Table No 33: Coefficient of correlation for Teaching Competency, Socio-economic Status and Personality traits on the Academic Achievement of the Learners

Coefficients					
Modal	Coefficients Unstandardized		Coefficients Standardized	t	Significance
	B	Standard Error	Beta		
(Constant)	58.662	6.155	.217	9.530	.000
1 Personality	.083	.029	-.092	2.826	.005
Teaching	-.043	.036	.002	-	.229
SES	.002	.055		1.205	.977
				.028	

a. Dependent Variable: Academic Achievement

From the above given table it can be explained that the value of p shows that the personality traits of teachers have impact on the academic achievement of the Learners

and the value also shows that teaching competency have no impact on the academic achievement of the Learners, while as the values also show that there is no impact of socio-economic status on the academic achievement of the teachers.

Objectives 5: “To study the impact of socio-economic status on the teaching competency of the teachers”.

Hypotheses 5: “There is no impact of socio-economic status on the teaching competency of the teachers”.

Table No 34: *Executive Summary of Socio-economic Status on the Teaching Competency of the Teachers*

Executive Summary				
Mode	R	R Square	R Square Adjusted	Estimated Standard Error
1	.016	.000	-.003	20.261

a. **Predictors: (Constant), Socio Economic Status (SES)**

The above table interpreted that the value of r is .016 which shows that there is no correlation between socio-economic status and the teaching competency of teachers and the value of r square is .000 which shows that .000 percent variation in teaching competency is explained by the socio-economic status of teachers. The standard error estimate is 20.261 and the adjusted R Square is -0.003.

Table No 35: *Describing ANOVA of Socio-economic Status on the Teaching Competency of the Teachers*

ANOVA					
Models	Squares Sum	df	Mean Square	F	Significance
1 Regression	32.977	1	32.977	.080	.777
Residual	122337.170	298	410.527		
Total	122370.147	299			

a. **Dependent Variable: Teaching Competency**

b. **Predictors: (Constant), Socio Economic Status(SES)**

In the above table the value of F is .080 which is lower than the value at .05 level of significance which shows there is no impact of socio-economic status on the teaching competency of teachers. The hypothesis, there is no impact of socio-economic status on the teaching competency of teachers is accepted.

Table No 36: Coefficient of correlation for Socio-economic Status on the Teaching Competency of the Teachers

Coefficients					
Model	Coefficients Unstandardized		Coefficients Standardized	T	Significance
	B	Std. Error	Beta		
(Constant)	97.843	8.536		11.463	.000
1 Socio economic status(SES)	-.033	.117	-.016	-.283	.777

a. Dependent Variable: teaching competency

From the above given table it can be explained that the value of p is higher than the value at 0.05 level of significance which shows that there is no impact of socio-economic status on the teaching competency of the teachers is accepted.

Objectives 6: “To study the impact of personality traits on the teaching competency of the teachers”.

Hypotheses 6: “There is no the impact of personality traits on the teaching competency of the teachers”.

Table No 37: Executive Summary of Personality traits on the Teaching Competency of the Teachers

Executive Summary				
Mode	R	R Square	R Square Adjusted	Estimated Standard Error
1	.654	.427	.426	15.334

a. Predictors: (Constant), Personality

The above table interpreted that the value of r is .654 which shows that there is correlation between personality traits and the teaching competency of teachers and the value of r square is .427 which shows that 42 percent variation in teaching competency is described by the personality traits of teachers. The standard error estimate is 15.334 and the adjusted R Square is 0.426.

Table No 38: Describing ANOVA of Personality traits on the Teaching Competency of the Teachers

ANOVA					
Models	Squares Sum	Df	Mean Square	F	Significance
Regression 1 Residual Total	52304.071	1	52304.071	222.456	.000
	70066.075	298	235.121		
	122370.147	299			

a. Dependent Variable: Teaching Competency

b. Predictors: (Constant), Personality

In the above table the value of F is 222.45 which is higher than the value at .05 level of significance which shows there is an impact of personality traits on the teaching competency of teachers. The hypothesis result says that there is no impact of personality traits on the teaching competency of teachers is rejected.

Table No 39: Coefficient of correlation for of Personality traits on the Teaching Competency of the Teachers

Coefficients					
Model	Coefficients Unstandardized		Coefficients Standardized	t	Significant
	B	Standard Error	Beta		
(Constant) 1 personality	-30.880	8.516	.654	-3.626	.000
	.538	.036		14.915	.000

a. Dependent Variable: Teaching Competency

From the above given table it can be explained that the value of p is lower than the value at 0.05 level of significance which shows that there is an impact of personality traits on the teaching competency of teachers is rejected.

Objectives 7: “To study the impact of socio-economic status on the personality traits of the teachers”.

Hypotheses 7: “There is no impact of socio-economic status on the personality traits of the teachers”.

Table No 40: *Executive Summary Socio-economic Status on the Personality traits of the Teachers*

Executive Summary				
Model	R	R Square	R Square Adjusted	Estimated Standard Error
1	.127	.016	.013	24.419

a. **Predictors: (Constant), Socio Economic Status (SES)**

The above table interpreted and discussed that the value of r is .127 which shows that there is very low correlation between the socio-economic status and personality traits of teachers and the value of r square is .016 which shows that .016 percent variation in teaching personality traits is explained by the socio-economic status of teachers. The standard error estimate is 24.419 and the adjusted R Square is 0.016.

Table No 41: *Describing ANNOVA Socio-economic Status on the Personality traits of the Teachers*

ANOVA					
Models	Squares Sum	df	Mean Square	F	Significance
Regression	2922.042	1	2922.042	4.900	.028
1 Residual	177694.208	298	596.289		
Total	180616.250	299			

a. **Dependent Variable: Personality**

In the above table the value of F is 4.90 which is higher than the value at .05 level of significance which shows there is an impact of socio-economic status on the personality traits of teachers. The hypothesis, there is no impact of socio-economic status on the personality traits of teachers is rejected.

Table No 42: Coefficient of correlation for Socio-economic Status on the Personality traits of the Teachers

Coefficients					
Model	Coefficients Unstandardized		Coefficients Standardized	<i>t</i>	Significant
	B	Standard Error	Beta		t
(Constant)	212.193	10.287		20.627	.000
1 socio-economic status (SES)	.313	.141	.127	2.214	.028

a. Dependent Variable: Personality

From the above given table it can be explained that the value of p is lower than the value at 0.05 level of significance which shows that there is no impact of personality traits on the teaching competency of teachers is accepted.

Objective 8: “To study the impact of socio-economic status and Personality traits on the teaching Competency of the teachers”.

Hypotheses 8: “There is no impact of socio-economic status and Personality traits on the teaching Competency of the teachers”.

Table No 43: Executive Summary of Socio-economic Status and Personality traits on the Teaching Competency of the Teachers

Executive Summary				
Model	R	R Square	R Square Adjusted	Estimated Standard Error
1	.661	.438	.434	15.224

a. Predictors: (Constant), SES, Personality

The above table interpreted that the value of r is .661 which shows that there is a correlation between the personality traits, socio economic status and the teaching competency of teachers and the value of r square is .438 which shows that 43 percent variation in teaching competency is explained by the personality traits and the socio economic status of the teachers. The standard error estimate is 15.224 and the adjusted R Square is 0.438.

Table No 44: Describing ANOVA Socio-economic Status and Personality traits on the Teaching Competency of the Teachers

ANOVA					
Models	Squares Sum	df	Mean Square	F	Significance
Regression	53537.275	2	26768.637	115.501	.000
1 Residual	68832.872	297	231.761		
Total	122370.147	299			

a. Dependent Variable: Teaching Competency

Predictors: (Constant), Socio Economic Status (SES), Personality

In the above table the value of F is 115.50 which is greater than the value at .05 level of significance which shows there is an impact of personality traits and socio-economic status on the teaching competency of teachers. The hypothesis, there is no impact of teaching competency on the academic achievement of the Learners is rejected.

Table No 45: Coefficient of Correlation for Socio-economic Status and Personality traits on the Teaching Competency of the Teachers

Coefficients					
<i>Model</i>	Coefficients Unstandardized		Coefficients Standardized	<i>t</i>	Significance
	B	Standard Error	<i>Beta</i>		
(Constant)	18.593	9.993	.667	-1.861	.064
1 personality	.549	.036	-.101	15.194	.000
socio-economic status (SES)	-.205	.089		-2.307	.022

a. Dependent Variable: Teaching Competency

From the table it can be explained that the value of p for personality traits is lower than table value at 0.05 level of significance which means that personality traits have impact on the teaching competency of teachers. However the value of p for socio-economic status is greater than the table value at 0.05 level of significance which means that socio economic status does not have the impact on the teaching competency of teachers.

Table No 48: Testing of Hypotheses in Nutshell

Objectives	Null Hypothesis	Decision Values (at level 0.05)	Remark
1	There is no impact of teaching competency on the academic achievement of the students	R = 0.05 F = .753 P = 0.386	Accepted
2	There is no impact of socio-economic status on the academic achievement of the students.	R = 0.31 F = 0.283 P = 0.595	Accepted
3	There is no impact of personality traits on the academic achievement of the students	R = 0.158 F = 7.587 P = 0.006	Not accepted
4	There is no impact of teaching competency and socio-economic status and personality traits on the academic achievement of the students.	R = 0.172 F = 3.021 P = 0.005, 0.229, 0.977	Not accepted
5	There is no impact of socio-economic status on the teaching competency of the teachers	R = 0.016 F = 0.80 P = 0.777	Accepted
6	There is no the impact of personality traits on the teaching competency of the teachers.	R = 0.654 F = 222.456 P = 0.000	Not accepted
7	There is no impact of socio-economic status on the personality traits of the teachers	R = 0.127 F = 4.9 P = 0.028	Accepted
8	There is no impact of teaching competency on the academic achievement of the Learners	R = 0.661 F = 115.501 P = 0.022	Not accepted

As a consolidated result it can be very clearly seen from the table that four hypotheses were accepted and four were not accepted. It also shows that the academic achievement of the Learners are depend on various other variables and factors. Teaching competency is depend on many other factors. These factors could be the interest and awareness taken for the recent development and knowledge of their subjects.

4.2 Qualitative Analysis

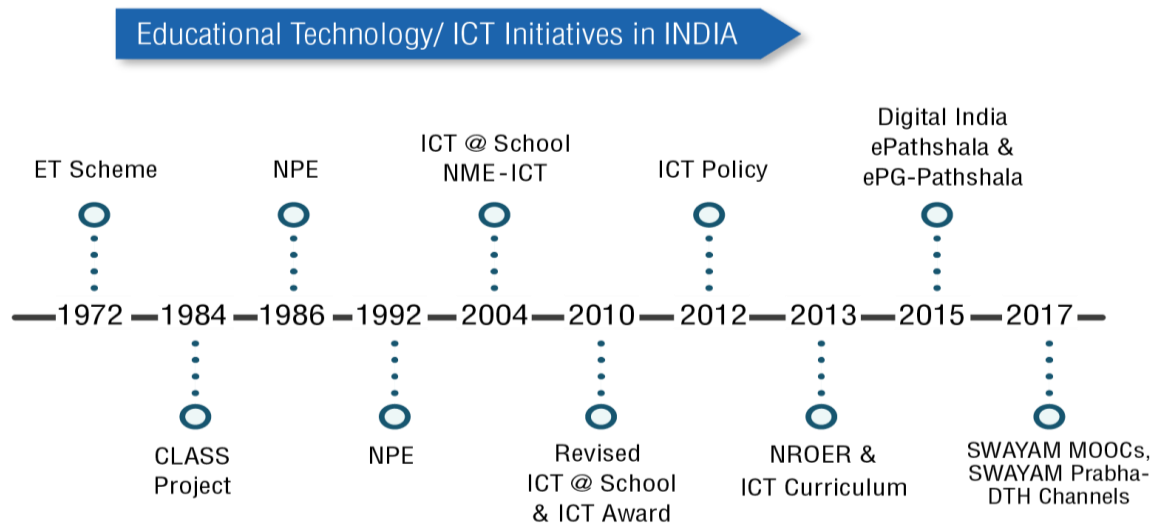
The analysis was done on the basis of the questions asked and noted individual teachers of the schools regarding the incorporation of digital teaching in routine class teaching. Digitalization is the effective step taken by the government of India where every school must have a computer lab and every teacher needs to learn e teaching, digital teaching etc. Approximately 1,79,498 schools (upper primary, secondary & senior secondary) was approved for strengthening ICT component under various schemes. The Indian Government took various steps to provide and strengthen digitalization in schools. These are: ICT in Education Curriculum for School System, e-pathshala, National Repository of Open Educational Resources (NROER), SWAYAM, SWAYAM PRABHA, CBSE initiatives, KVS initiatives, Operation Digital Board, The history of the digitalization in India:

Question No.1 *Do you have any competency of digital use of equipment.*

Responses: All the teachers claimed that they are acquainted with most of the digital use of equipment.

Question No.2 *What kind of digital initiative is taken in your institution?*

Responses: All the teachers claimed that they take many initiatives like ICT in Education Curriculum for School System, e-pathshala, Operation Digital Board, Google use for



resources, Mobile applications etc.

Question No.3 *Do you have fully furnished ICT lab in your institution.*

Responses: All the teachers claimed that they *have fully furnished ICT lab in their institution.*

Question No.4 Do your classrooms have smart boards?

Responses: Only five percent schools are having smart boards in their classroom.

Question No.5 What kind of digital initiative you are taking in the class.

Responses: The responses were silent and it was found that very few teachers were using ICT in classroom except the ICT period/ Computer period.

There are various devices used in Information Communication Technology Laboratory (ICT) which can be used during teaching learning process. Teachers are using most of the devices. The use of computer is very common in this area. In Indian classroom every class does not have furnished computer devices. Schools have a separate lab where adequate number of computers were installed. School students do not keep laptop with them. Therefore teachers teaches via computer only during the ICT period. One another device is Mobile phones which is very commonly used by the learners. But learners are not allowed to bring their mobile phones into the classroom. Mobile phones have various features which are very easy to use like timer, calculator, clicking of photos of the events and also editing them, recording of lectures, information via short service messages (SMS), use for administrative purposed, learning material, E Mail checking, reminder for homework, surfing from internet explorer, *use dictionary* and many more. *IPADS is the device which can be used for recording, play music, download and transfer files, use dictionary etc. Digital Cameras, Tablet devices, projectors, television, radio, and tape recorders can be used in the classrooms during teaching. Then we have Interactive Whiteboard. Through Interactive Whiteboard teaching becomes very easy and enjoyable. A lot of features are there in the Interactive Whiteboard (IWB). Teacher's competency increases using Interactive Whiteboard. Teachers can even stole lot of data of their subject in the hardware of Interactive Whiteboard. It can be connected with wifi. This all shows that teaching competency is not depend on socio-economic status and personality of the teachers but also the awareness and interest taken by the teachers of recent development in the field of Education.*

CHAPTER- 5

FINDINGS, RESULTS AND DISCUSSION

5.1 Findings of the study:-

The researcher comes to the following conclusions in the light of analysis and interpretation of the data as given in the previous chapter:

- a) The impact of teaching competency on the academic achievement of the Learners were statistically analysed that the value of r is .050 which shows that there is no correlation between the teaching competency of teachers and the academic achievement of Learners. The value of r square is .003 which shows that .003 percent variation in academic achievement of Learners is explained by the teaching competency of teachers. The ANNOVA shows the value of F is .753 which is lower than the value at .05 level of significance which shows there is no impact of teaching competency of teachers on the academic achievement of the Learners. The hypothesis, there is no impact of teaching competency on the academic achievement of the Learners is accepted. In coefficient table the value of p is higher than the value at 0.05 level of significance which shows that there is no impact of teaching competency on the academic achievement of the Learners.
- b) The impact of socio-economic status on the academic achievement of the Learners were statistically analysed that the value of r is .031 which shows that there is no correlation between the socio-economic status of teachers and the academic achievement of Learners. The value of r square is .031 which shows that .031 percent variation in academic achievement of Learners is explained by the socio-economic status of teachers. The ANNOVA shows the value of F is .283 which is lower than the value at .05 level of significance which shows there is no impact of socio-economic status of teachers on the academic achievement of the Learners. The hypothesis, there is no impact of socio-economic status on the academic achievement of the Learners is accepted. In coefficient table it can be explained that the value of p is higher than the value at 0.05 level of Significance which shows that there is no impact of socio-economic status on the academic Achievement of the Learners.

- c) The impact of personality traits on the academic achievement of the Learners were statistically analysed that the value of r is .158 which shows that there is very low correlation between the personality traits of teachers and the academic achievement of Learners. The value of r square is .025 which shows that .025 percent variation in academic achievement of Learners is explained by the personality traits of teachers. The ANNOVA table shows the value of F is 7.58 which is higher than the value at .05 level of significance which shows there is an impact of personality traits of teachers on the academic achievement of the Learners. The hypothesis, there is no impact of personality traits of teachers on the academic achievement of the Learners is rejected. In coefficient table the value of p is lower than the value at 0.05 level of significance which shows that there is an impact of personality traits of teachers on the academic achievement of the Learners.
- d) The impact of teaching competency, socio-economic status and personality traits on the academic achievement of the Learners were statistically analysed and found that the value of r is .172 which shows that there is very low correlation between teaching competency, socio-economic status, the personality traits of teachers and the academic achievement of Learners. The value of r square is .030 which shows that .030 percent variation in academic achievement of Learners is explained by the personality traits, socio-economic status and the teaching competency of teachers. The ANNOVA table shows that the value of F is 3.02 which is higher than the value at .05 level of significance which shows there is an impact of teaching competency, socio-economic status and the personality traits of teachers on the academic achievement of the Learners. The hypothesis, there is no impact of teaching competency, socio-economic status, personality traits of teachers on the academic achievement of the Learners is rejected. In coefficient table the value of p shows that the personality traits of teachers have impact on the academic achievement of the Learners and the value also shows that teaching competency have no impact on the academic achievement of the Learners, while as the values also show that there is no impact of socio-economic status on the academic achievement of the teachers.
- e) The impact of socio-economic status on the teaching competency of the teachers were statistically analysed that the value of r is .016 which shows that there is no correlation between socio-economic status and the teaching competency of teachers. The value of r square is .000 which shows that .000 percent variation in teaching competency is explained

by the socio-economic status of teachers. The ANNOVA shows that the value of F is .080 which is lower than the value at .05 level of significance which shows there is no impact of socio-economic status on the teaching competency of teachers. The hypothesis, there is no impact of socio-economic status on the teaching competency of teachers is accepted. In coefficient table the value of p is higher than the value at 0.05 level of significance which shows that there is no impact of socio-economic status on the teaching competency of teachers is accepted.

- f) The impact of personality traits on the teaching competency of the teachers were statistically analysed that the value of r is .654 which shows that there is correlation between personality traits and the teaching competency of teachers. The value of r square is .427 which shows that 42 percent variation in teaching competency is explained by the personality traits of teachers. The ANNOVA shows that the value of F is 222.45 which is higher than the value at .05 level of significance which shows there is an impact of personality traits on the teaching competency of teachers. The hypothesis, there is no impact of personality traits on the teaching competency of teachers is rejected. In coefficient table the value of p is lower than the value at 0.05 level of significance which shows that there is an impact of personality traits on the teaching competency of teachers is rejected.
- g) The impact of socio-economic status on the personality traits of the teachers were statistically analysed that the value of r is .127 which shows that there is very low correlation between the socio-economic status and personality traits of teachers. The value of r square is .016 which shows that .016 percent variation in teaching personality traits is explained by the socio-economic status of teachers. The ANNOVA shows that the value of F is 4.90 which is higher than the value at .05 level of significance which shows there is an impact of socio-economic status on the personality traits of teachers. The hypothesis, there is no impact of socio-economic status on the personality traits of teachers is rejected. In coefficient table the value of p is lower than the value at 0.05 level of significance which shows that there is no impact of personality traits on the teaching competency of teachers is accepted.
- h) The impact of socio-economic status and Personality traits on the teaching Competency of the teachers shows that the value of r is .661 which shows that there is a correlation

between the personality traits, socio economic status and the teaching competency of teachers. The value of r square is .438 which shows that 43 percent variation in teaching competency is explained by the personality traits and the socio economic status of the teachers. The ANNOVA value of F is 115.50 which is greater than the value at .05 level of significance which shows there is an impact of personality traits and socio-economic status on the teaching competency of teachers. The hypothesis, there is no impact of teaching competency on the academic achievement of the Learners is rejected. In coefficient table the value of p for personality traits is lower than table value at 0.05 level of significance which means that personality traits have impact on the teaching competency of teachers. However the value of p for socio-economic status is greater than the table value at 0.05 level of significance which means that socio economic status does not have the impact on the teaching competency of teachers.

5.2 Result and Discussion

1. “To study the impact of teaching competency on the academic achievement of the Learners”.

There is no impact of teaching competency on academic achievement of Learners.

Teaching competency comes only when a teacher keeps sound knowledge of the subject and enters in the class with full preparation. Here pre- instructional planning is essential. It is noted that the learning objectives of the lesson which is going to teach needs to be prepared appropriately. Very clearly defined the teaching content, adequate and attainable description. Selection of sequence of teaching content needs to be appropriately arranged and it should be relevant and adequate with respect to the learning objectives of the lesson, and accurate. Teaching content selected needs to be properly organized where logical continuity and psychological organization is essential. The selection of audio-visual material were appropriate: suited to the pupils and content, adequate and necessary for attaining the objectives. But the result of this hypotheses shows that the teaching competency does not affect the academic achievement of the Learners. However while conducting the interview it was observed that the teachers were not having the knowledge of using the technology in the classroom and there is also unavailability of technological teaching devices in the schools. Therefore the unavailability of resources the use of new

technology for teaching learning process does not take place. The quality of effective teaching model is given:

Figure no 2: Qualities of Effective Teaching



Teaching

Subject matter expertise
Information literacy
E-lesson planning
E-activity evaluation

Facilitating

Empowering learning motivation
E-activity facilitation
Online communication
Learning advice
E-class management

Additional Components may be added:

Value

Passion
Positive thinking
Cyber ethics
Responsibility
Creative thinking

Long term training Basic

Positive thinking
Passion
Responsibility
Subject matter expertise
Creative thinking

Short-term trainable Roles

Cyber Ethics
E-lesson planning
Learning advice
E-activity evaluation
E-activity facilitation
Online communication
Information literacy
E-class management
Empowering learning motivation

2. “To study the impact of socio-economic status on the academic achievement of the Learners”.

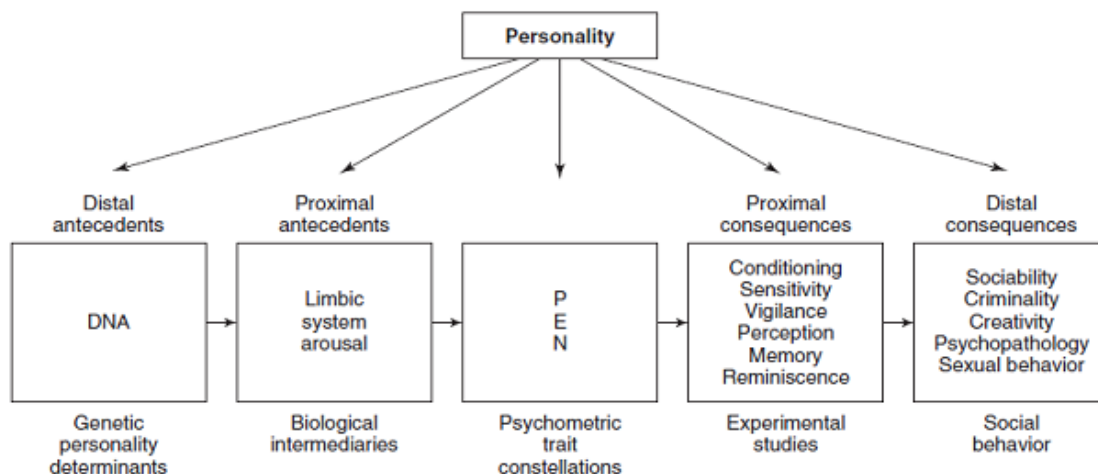
There is no impact of socio-economic status on the academic achievement of the Learners. Brandon L Carlisle and Carolyn B Murray, “Academic Performance, Effects of Socio-Economic Status on” University of California Riverside, Riverside, CA, USA, 2015 Elsevier, support the study like “The complexity of this relationship will be examined by discussing factors such as socio-economic segregation, school funding, teacher expectations, and academic climate. The effect that socio-economic status can have on academic achievement is of global importance to educators, researchers, and policymakers, as they continue to address disparities in academic achievement and educational attainment. Efforts to ensure that all Learners receive an equitable educational

experience are also discussed, with particular emphasis placed on the importance of effective schools”. The present study also shows that there is no impact of socio-economic status on the academic achievement of the Learners. Therefore some sound steps may be taken by the school authorities to increase concentration of the learners.

3. “To study the impact of personality traits on the academic achievement of the Learners”.

There is an impact of personality traits on the academic achievement of the Learners. Asghar Hazrati-Viaria, Ali Tayarani Rada, Sayed Saeed Torabib, “The effect of personality traits on academic performance: The mediating role of academic motivation”, *Procedia: Social and Behavioral Sciences*, 2011 Elsevier (www.sciencedirect.com) supported the result and comment, “conscientiousness predicted both of intrinsic and extrinsic motivation, but openness to experience predicted only intrinsic motivation. Moreover, as expected, academic motivation mediated the relationship between openness to experience and conscientiousness with academic performance”. The present study also shows that there is an impact of personality traits on the academic achievement of the Learners. Teacher is a role model for Learners. Parents also keeps faith on the teacher. A model of Major components of Eysenck’s theory of Personality is given below:

Figure no 3: A model of Major components of Eysenck’s theory of Personality



Extraversion (E), Neuroticism (N), And Psychoticism (P)

4. “To study the impact of teaching competency, socio-economic status and personality traits on the academic achievement of the Learners”.

There is an impact of teaching competency, socio-economic status and personality traits on the academic achievement of the Learners. No doubt that when the three variables work

for one variable i.e. academic achievement than certainly it will work and show an impact on it.

5. “To study the impact of socio-economic status on the teaching competency of the teachers”.

The statistical result shows that there is no impact of socio-economic status on the teaching competency of the teachers. Many studies reflect that teaching competency is something different from many other variables. It depends on the content knowledge. And the beginning of receiving this subject knowledge is from school. If teacher is serious towards their studies during their school time than the same reflects in their own classroom. Second important thing is attitude of teaching. If teacher really wants to impart knowledge than he will do lot of efforts and also may prepare individualized teaching plan. Teacher can find out the both attending and non-attending behaviors of the pupils were recognized: attending behavior was rewarded, directions were given to eliminate non-attending behavior, questions were asked to check pupils’ attending behavior, pupils’ feelings and ideas were accepted, and nonverbal cues were used to recognize pupils’ attending and non-attending behaviors. Here socio-economic status does not matter.

6. “To study the impact of personality traits on the teaching competency of the teachers”.

There is an impact of personality traits on the teaching competency of the teachers is reflecting in this research. The result shows comparing the study conducted by Eyong, Emmanuel Ikpi, David, Bassey Enya, Umoh, Augustus Johnny, “The Influence of Personality Trait on the Academic Performance of Secondary School Learners in Cross River State, Nigeria.”, “A significant difference was found between the achievements of Learners with high level of conscientiousness and agreeableness, and those with low levels of the traits”. The present study also shows the same result on the other hand in the present study other variables are also taken into consideration.

7. “To study the impact of socio-economic status on the personality traits of the teachers”.

There is an impact of socio-economic status on the personality traits of the teachers. The result shows comparing the study conducted by S Kumar, J Khamari, P Hanspal, M. Mahmood, “A Study on Socio-Economic Status and Personality of Pupil Teachers with Special Reference to Gender”, “that there will be significant difference in socio-economic status of pupil teachers according to gender and other all the hypotheses are Vice-verses

as a result there is not significance difference on ten dimension of personality of pupil teachers with reference to Socio-economic status". In the present study impact of socio-economic status on the personality traits of the teachers is reflecting. If the socio-economic status of teacher is sound than he may react in the society with full confidence.

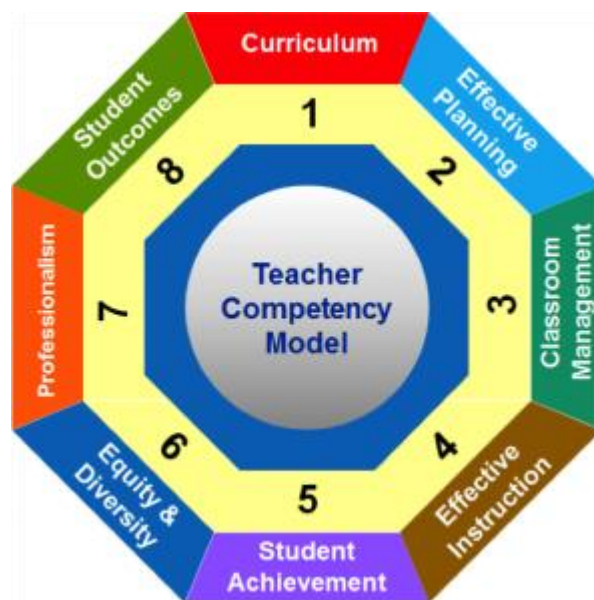
8. "To study the impact of socio-economic status and Personality traits on the teaching Competency of the teachers".

There is an impact of socio-economic status and Personality traits on the teaching Competency of the teachers. When socio-economic status is sound and personality of a teacher is dynamic than certainly teacher teaches free of mind and use all the expertise of teaching in the classroom. "Teacher may introduce lesson effectively and pupils were made ready emotionally and from knowledge point of view to receive the new lesson: continuity in statements or questions, relevance, use of previous knowledge and use of appropriate device/technique. Questions were appropriately framed to ask; well structured, properly put, adequate in number and made pupils participate. "Critically awareness was brought about in pupils with the help of probing questions: prompting, seeking further information, refocusing, redirection and increasing critical awareness. Concepts and principles were explained (understanding brought about) with the help of clear inter-related and meaningful statements: statements to create set, to conclude, statements which had relevancy, continuity appropriate vocabulary explaining links, fluency and had no vague words and phrases. The concepts and principles were illustrated with the help of appropriate examples through appropriate media (verbal and nonverbal): simple, relevant to the content and interest level of pupils. Pupils' attention was Secured and maintained by varying stimuli like movements, gestures, changing speech pattern, focusing, changing interaction styles, pausing, and oral-visual switching: Pupils' postures, and listening, observing, and responding behavior of pupils. Deliberate silence and nonverbal cues were used to increase pupil participation. Pupils' participation (responding and initiating) was encouraged using verbal and nonverbal reinforces. Speed of presentation of ideas was appropriate: matched with the rate of pupils' understanding and there was proper budgeting of time. Pupils participated in the classroom and responded to the teacher and initiated by giving their own ideas and reacting to others' ideas".

5.3 National Importance of the Study

The study entitled “Impact of Socio-Economic Status and Personality on Teaching Competency of Secondary School Teachers” is very much relevant in the present education system. There is a change in the teacher education system and school education system. On one side Learners are getting full marks in board examination and on the other hand some are not completing their course successfully. Then children either suicide or effected with depression. The evaluation system is changing day by day. Satisfaction level is decreasing. Government had designed National Curriculum Framework 2005, National Curriculum Framework for Teacher Education 2009. And now the New Education Policy draft has come. Every research has its value at national level and in the same way this research has its own value at national level. Teacher competency is always in question. Involvement of parents and social conditions matter a lot in the success of a child. Here success does not mean that child gets full marks but child learns how to live satisfactorily in the society. There were many factors influencing the all-round development of personality of a child like living in a joint family, nuclear family, working mother, business class family, service class family and so on. Policy makers may take this study into consideration and a large level of pilot study may be conducted adding other variables. There is a teacher competency model and it says, “The TCA competency model specifies key performance domains, and within each domain are the specific behavior indicators. The competency model is organised around the following eight domains covering all aspects of a teacher’s job performance: Understanding the Curriculum, Planning and Assessment of Instruction, Management of Classroom, Instruction’ Standards for Learners Achievement, Appreciation of Diversity, Professional, Responsibilities, Learners Outcomes” and if this model can be followed by every institution than certainly good results can come.

Figure no 4 Teacher Competency Model



This teaching competency model has eight dimensions like curriculum, effective planning, classroom management, effective instruction, student achievement, equity and diversity, professionalism and students outcomes.

5.4 Suggestions for further study & Educational Implications

Every research has some variables. In this research there were some delimitations and therefore some suggestions are there for the further research which was identify during research. Due to a limited time of research and resource at the disposal of the researcher, all the areas of the research problem were not taken into consideration. Therefore, the present research study opens up several avenues for further research study. This type of research study can be conducted to different grades of educational institutions i.e. the primary, Secondary or even at the college level. This type of study can be conducted to compare the mental health of adolescents in relation to social networking sites. Further the same kind of research study can be conducted on adults. The present research study can be replicated on a large sample taken from different age groups and grade groups as well. Further similar study can be conducted by taking other independent variables such mobile addiction, personality traits, self-esteem, mental health etc. Use of social media for teaching and social networking addiction among teachers. Same type of research study can be conducted on the Learners of art, science and commerce group separately. This type of study can be conducted with the Learners of entire Haryana state. Some more variables like mobile addiction, mental health and achievements can be added. The variables, which have not been included in this study, may be included in further studies to gain more understanding of the subject. The list of further research study which has been given above is however not very exhaustive, but it is illustrative. There is a lot of scope in this area which have was not taken at all into the part of research; can be included.

Summary

“All men differ from each other since neither environment nor disposition can ever in any two men be the same or alike”.

By - Robert Bridges, Testament of Beauty

Socio-economic Status (SES) is a combination of economic and social status of a person where the nature of the work of single person or all the members of the family economic condition with respect to revenue and social status in the society is consider. Here in socio-economic status is based on occupation, income and education. When analyzing all the members of the family socio-economic status, all the members of the family income, all the members of the members of the family education, and family member's occupation are taken into consideration. Here the individual and combined income assessed. Personality is another factor which reflects and affects the various teaching competency areas. It has a close relation to the socio-economic status which is divided into three areas like high, middle and low socio-economic status. Education in higher socio-economic status families are well structurally seen. This can be seen at both the places; in house and in local community. In very poor and slum area of the country; education is at the very far of sight because people are concern with their bread and butter.

Additionally, mental and physical health problems can be seen where the income range is low and somehow the education is seems to be little bit more. The physical health problems could be respiratory viruses, arthritis, coronary disease, whereas mental health problems could be schizophrenia. Mental Health is more than the simple absence of mental issue. The positive measurement of psychological well-being is described in World Health Organization (WHO) that Wellbeing is type of condition of have physical prosperity, mental prosperity and social prosperity and not only the nonattainment of malady or ailment". Concepts of psychological wellness incorporate subjective prosperity; saw self-adequacy, self-sufficiency, skill, intergenerational reliance and acknowledgment of the capacity to understand one's scholarly and passionate potential. It has additionally been characterized as a condition of prosperity whereby people perceive their capacities, which can be adapted to the typical worries/ anxiety of life, benefit of work and productively, and take a commitment to their groups. These all conditions may be due to work environment

at their office/department or the situation of illnesses or mental illness. Socio- economic status is usually measured with the combinations of more than one variable such as education, income and occupation. By seeing it through social class perspectives, their major issues such privilege, power and control are emphasized. Hence Socio-economic status becomes relevant at every sphere of behavioral and social science research practices and also education and law. Therefore, Social economic status and its correlates not only affect the individual but society as a whole. Learners in India often face one of the highest rates of poverty. Whereas inequality and in-equity in wealth and resource, distribution has given rise to the quality of life for a marginal Secondary of the society. Hence, the mass of the society develops and shows differing attitudes leading to frustration which directly or indirectly affects self-concept and scholastic achievements of the Learners. This is why Social economic status affects the day today functions of a person in varied ways and determines the social positions a person. Here the variables of social positions are dynamic and are responsible for social change. It has a variety of choices, ample of time, varied region, effective family culture, good paying capacity and other attributes of people. In the developing economy of the country, implementation of New Pay Scales in every ten years is a big thing where policy changes the pay scales, technological gadgets came into market, and impact of both print media and electronic media. Here education has made many changes in every sphere of society. This is why the study of Socio-economic status becomes important with regard to research.

Table No 1: Department of Education, Details of Educational Institutions

HARYANA AT A GLANCE										
EDUCATION										
No. of Recognised Educational Institutions	Unit	1966-67	1970-71	1980-81	1990-91	2000-01	2010-11	2011-12	2012-13	2013-14 (P)
Colleges										
Art & Science	Number	40	65	98	120	150	190	192	208	216
Engineering	Number	1	1	1	2	25	155	155	161	161
Schools										
High/Senior Secondary	Number	597	975	1473	2356	4138	6771	6983	7060	7338
Middle	Number	735	760	881	1399	1887	3439	3610	3483	4102
Primary/Pre-Primary	Number	4449	4207	4961	5136	11040	14004(R)	14469	14025	14947
	Unit	1966-67	1970-71	1980-81	1990-91	2000-01	2010-11	2011-12	2012-13	
Number of Students In										
Classes 1-5 @	Lakh	8.11	8.59	12.45	16.15	20.18	22.84	24.44	25.49	
Classes 6-8	Lakh	2.47	3.36	4.77	7.26	9.51	12.50	12.81	13.81	
Classes 9-12	Lakh	1.00	1.67	1.77	3.97	8.20	14.27	14.09	14.09	
No. of Teachers	Number	32474	40417	55512	77495	114338	150631	156410	173753	
P - Provisional R - Revised @ Excluding Pre-Primary										
Source: Department of Economic and Statistical Analysis, Haryana, Publication No. 1101/ 2015										

Krieger (1997, p.345) of socio-economic position paper, “An aggregate concept that includes both resource-based and prestige based measures, as linked to both childhood and adult social class position. Resource-based measures refer to material and social resources and assets including income, wealth, educational credentials; terms used to describe inadequate resources include poverty and deprivation. Prestige-based measures refer to persons rank or status in a social hierarchical society, which is typically evaluated with reference to person’s access to and consumption of goods, services, and knowledge, as linked to their occupational prestige, income, and education level”. “Socio-economic status (SES) is defined as a measure of one’s combined economic and social status and tends to be positively associated with better health. This entry focuses on the three common measures of socio-economic status; education, income, and occupation. I include definitions, theoretical background, and empirical support for each of these SES indicators and their relationship with health. SES is generally thought to influence health through three avenues: (1) SES influences health through the ability to purchase health promoting resources and treatments; (2) socialization of early health habits and continuing socialization of health habits differs by SES; and (3) it has been posited that, rather than SES influencing health, health influences SES – less healthy individuals complete fewer years of school, miss more work, and earn lower incomes”.

Definitions of Personality

Gordon W. Allport³ in his book *‘Personality a Psychological Interpretation’*, after examining 50 definitions of personality, arrived at the following definition:-

Personality within the individual is the dynamic organization to determine his unique adjustments to his environments for those psycho-physical systems that.

From this definition following conclusions can be drawn:-

- Personality is dynamic and not something static, fixed and permanent.
- Personality represents an interaction between inherited potentialities and environmental influences.
- The question of ‘uniqueness’ of personality is in need of ‘further clarification.

But an individual is not unique in everything.

Kluckhohn and Murray⁴ Point out that

Every man, in one or other respects, is

- Like all other men: The person is like all other men when other thing remains same that his responses are affected by ordinary/common biological heritage.
- Like some other men: The person is like some other men if he belongs to the same cultural group when other thing remains same and performs a similar role in society.
- Like no other men: The person is unique because no other person undergoes exactly the same sequence of experiences when other thing remains same.

“Personality is everything that makes you an individual. *Personality is far too complex a thing to be trussed up in a conceptual straightjacket.* Personality is biology, experience, and behavior, manifested in a unique individuality”⁵.

- “Personality is the integration of all of an individual's characteristics into a unique organization that determines, and is modified by his attempts as adaptation to his continuously changing environment”⁶.
- "Personality is the relatively stable organisation of a person's motivational dispositions, arising from the interaction between biological drives and the social and physical environment”⁷.
- “Personality is the sum of activities that can be discovered by actual observations over a long enough period of time to give reliable information”⁸.
- “Personality refers to deeply ingrained patterns of behavior, which include the way one relates to, perceives and thinks about the environment and one self”⁹.
- “Personality is the entire mental organization of a human being at any stage of his development. It embraces phase of human character: Intellect, temperament, skill, morality and every attitude that has been built up it course of one’s life”¹⁰.
- “An individual’s pattern of psychological processes arising from feelings, thoughts, motives, and other major psychological function. Personality is expressed through its influences on the body, in conscious mental life, through the individual’s social behavior”¹¹.
- “Personality refers to person’s characteristic patterns of feelings, thought, emotion and behavior together with the psychological mechanisms hidden or not-behind those patterns. Here this definition means that among their colleagues in other subfields

of psychology, those psychologists who study personality have a unique mandate to explain whole persons”.

To sum up, personality includes unique pattern of traits and attitudes characterizing any specific person. In short, it includes that unique patterning of charactering that constitute Hitler, Churchill, Madam Curie, Gandhi, Nehru, C.V. Raman, Dr. H.G. Khorana, a grocer, a sweeper in Calcutta, a factory worker in Ludhiana, a clerk in Chandigarh.

Factors of Personality

Various influences which affect the development of personality of an individual can be classified under three categories.

- ❖ Physique
- ❖ Chemique
- ❖ Environmental Influences.

Approach to the Development of Personality

We are to understand that development of personality is not automatic. The person does not unfold himself of his own. The development of personality is a deliberate and conscious process. It is through learning that the person unfolds himself. After having understood this we are to note that development of personality has got two aspects Physical or Biological or Physiological and Psychological or Mental. As far as first aspect i.e. Biological aspect is concerned, it goes on smoothly if the glands function well and the person gets good food. The two thus is primarily of the parents. The important glands have been discussed. The teacher cannot do much in this connection. Our real concern is with the psychological aspect. Psychologically, by development of personality we understand the ability to adjust to the environment. Development of personality here is synonymous with adjustment of personality. And a person has to adjust to various situations in life which vary from person to person. But there are some situations which are common to all. These common situations are technically known as *development tasks*, Let us know those tasks at each age group which call for speedier adjustment and hence development of personality.

Age group**Tasks***At Birth*

- (i) Shock of being born.*
- (ii) Taking over the responsibility of breathing & feeding.*
- (iii) Adjustment to environment i.e. temperature etc.*

At Babyhood

- (i) Weaning.*
- (ii) Toilet training.*
- (iii) Appearance of a new baby and the jealousy thereof*
- (iv) Social development reaction to guests.*

At Childhood

- (i) Going to school.*
- (ii) Friends in the school.*
- (iii) Home task.*
- (iv) Teachers.*
- (v) Being Away from home and mother.*

At Adolescence

- (i) Choice career and subjects in school.*
- (ii) Sex.*
- (iii) Sentiments.*
- (iv) Independence from parents.*

Personality Types

“Theories adopting the type approach advocate that human personalities can be classified into a few clearly defined types and each person, depending upon his behavioral characteristics somatic structure, blood types, fluids in the body or personality traits can be described as belonging to certain type. Based on such approach the physician of ancient India broadly categorizes all human beings into three types, this classification was based on the three basic elements of the body such as Titt (Bile), Vat (Wind) and Kuf (mucus) an almost similar approach was followed by the Greek physicians like Hippocrates, one of the great disciples of great philosopher Aristotle after that many more scholars and

psychologists tried to divide people into types depending upon their on specific criteria”.

1 According to Trotter, there are two types of persons-

- (i) Stable minded
- (ii) Unstable minded.

2 According to Adler¹⁴-

- (i) Inferior
- (ii) Superior.

3 According to Freud¹⁵-

- (i) Oral type
- (ii) Anal type
- (iii) Phallic type.

Definition and Concept of Teaching Competency

"Teaching competency means an effective performance of all observable teacher behavior those beings about desired pupil outcomes"²⁰.

Venkataiah, S. (2000) explains teaching competency as, “any single knowledge, skill or expertise which a teacher may be said to possess and the possession of which is believed to be relevant to the successful practice of teaching”.

“The competency involves problems and need related to education programme that may transform an aspiring teacher into competent professional fully equipped with knowledge and skills to perform teaching task exploring the possibility of generating human as well as physical resources from the community for educational purpose only. In addition to mastery of basic skills, effective teachers are expected to demonstrate thorough understanding of the content of the curricular areas, pedagogical capabilities, communication skills, and professionalism”.

In the present study Teaching Competency means to study *Teaching Skill-Planning, Teaching Skill-Presentation, Teaching Skill-Closing, Teaching Skill-Evaluation and Teaching Skill-Managerial of teachers of secondary school teachers and Teaching Competency* was measured by obtaining scores from the teaching competency scale by B.K. Passi and M.S. Lalita.

Rational of the Study

Learners come from diverse socio-economic classes and possess different values, intelligence, capacity and ideas. Therefore, Ambitions of the Learners is different according to learners' socio-economic status, which keeps an important/specific role in determining/finding the defined level of individual's self-concept. Therefore SES is the 1st important parameter in determining/finding about what a learners is, and, what he is going to be in future and also what he feels about himself and others. Thus, It can be said that the socio-economic status of the family which includes the income of all the family members is marginally influencing income, persons education level, after education service, and social status in the community/society. It further includes their contacts within the community/society, various social society associations, and the society/community's perception of the family where they belongs to (Demarest, et al. 1993). This in turn determines the quality of academic achievement a learners acquires. Education is defined in higher socio-economic families is very much typically important and stressed at both the places i.e. in the house and in the community. In economically weaker section areas (EWS) the food, clothing and safety are on priority and therefore education comes to the least important task. Since decades, academic performance is depends on the socio-economic status even theoretically and at ground level. (Karl & White, 1982). Rational of the study is that it becomes very essential to make teachers very much dedicated towards their work ethics and dedicated towards students. It becomes essential to maintain trust among teachers and students. The relationship between both needs to be very strong.

Marzano (2002) stated that the identity of a family in the society is very powerful and effective. If a family is financially strong than the members of the family has a say in the society. He also observes that the members of the family or the children perform academically high is due to available of resources on time. Socio-economic status is responsible for the various kinds of outcomes, including grades in class examination, achievement in the year end examination, intelligence test scores, dropouts, attending higher studies etc. (Harters, 1963). Many research studies shows that socio-economic status really affect Learners outcome²¹. (Mcneal, 2001). Therefore it is essential to find out the impact of personality and socio-economic status and the learning outcomes of the Learners.

Objectives

1. To study the impact of teaching competency on the academic achievement of the Learners.
2. To study the impact of socio-economic status on the academic achievement of the Learners.
3. To study the impact of personality traits on the academic achievement of the Learners.
4. To study the impact of teaching competency, socio-economic status and personality traits on the academic achievement of the Learners.
5. To study the impact of socio-economic status on the teaching competency of the teachers.
6. To study the impact of personality traits on the teaching competency of the teachers.
7. To study the impact of socio-economic status on the personality traits of the teachers.
8. To study the impact of socio-economic status and Personality traits on the teaching Competency of the teachers.

Hypothesis

1. There is no impact of teaching competency on the academic achievement of the Learners.
2. There is no impact of socio-economic status on the academic achievement of the Learners.
3. There is no impact of personality traits on the academic achievement of the Learners.
4. There is no impact of teaching competency and socio-economic status and personality traits on the academic achievement of the Learners.
5. There is no impact of socio-economic status on the teaching competency of the teachers.
6. There is no the impact of personality traits on the teaching competency of the teachers.
7. There is no impact of socio-economic status on the personality traits of the teachers.
8. There is no impact of socio-economic status and Personality traits on the teaching Competency of the teachers.

Statement of the problem

“Impact of Socio-Economic Status and Personality on Teaching Competency of Secondary School Teachers”.

Definition of the key terms

Socio-Economic Status: Socio-economic status (SES) in this research is “an economic and sociological combination of total measure of a teachers work experience and their family's economic and social position in relation to the people belongs to that society. It is based on household income, educational qualification, and occupation. Here the socio-economic status is individuals own attributes are assessed. However, the term socio-economic status is very commonly used to depict an economic difference in society/ work place as a whole. Socio-economic status is divided into three levels (high socio-economic status, middle socio-economic status, and low socio-economic status) to define the place of an individual. Here the three variables assessed individual' sin come, education, and occupation”.

Personality: Personality in this study is defined as the characteristic set of behaviors, cognitions, and emotional traits that can be seen in a teacher. Here the motivation and psychological interactions within the class room and school campus taken into consideration. The teacher's personality effects the attitude and aptitude of the children.

Teaching Competency: A teaching competency is something more than content knowledge, teaching skills and its implementation; it acquaint the ability to complete complex needs by mobilizing the most appropriate psychosocial resources which includes teaching skills and teaching attitudes in a particular context. “Competency is essential to an educator's pursuit of excellence. The following are hallmarks of an explicit approach for teachers: Teacher selects the learning area to be taught, Teacher sets criteria for success, and teacher informs Learners of criteria ahead of the lesson, Teacher demonstrates to the learners' successful use of the knowledge/skills through modeling, Teacher evaluates learners acquisition, Teacher provides remedial opportunities for acquiring the knowledge/skills, if necessary and Teacher provides closure at the end of the lesson”. (Archer & Hughes, 2011; Knight, 2012).

In the present study Teaching Competency refers to scores that has been obtained from the teaching competency questionnaire.

Secondary School Teachers: In the present study Secondary School teachers are those teachers who are teaching to 9th and 10th grade students.

Modalities of the problem

The research work is consisted of two major parts which are (a) theoretical and (b) operative. The theoretical part was explored after understanding the researches, conceptual papers and popular articles through existing literatures. The operative part of the research has been conducted in seventy nine schools located in Mahendergarh and Gurgaon district of Haryana. In these schools the teachers and Learners experiences were noted so that data can be collected without any problem.

Delimitation

The present research work has few delimitations.

- The study is delimited to only District Mahendergarh and Gurugram of state Haryana.
- The study is delimited to only 300 teachers from Government and Private Secondary Schools.
- The study is delimited to only Seventy Eight Schools.

Conclusion

In the field of education, academic psychology has been predominantly behavioristic carrying the belief that it has to be empirical and measurement oriented. However in the last two decades other cognitive and humanistic perspectives have been incorporated as well and to some extent also psychoanalysis of course much more in the domain of consoling and mental health. One educationist said, that a great teacher is very sensitive to their learners needs. Teacher moves into the first class with full preparation and try to explain the entire syllabus or curriculum of the year. Competent teacher is not only he who keeps a sound knowledge of the content but also keeps lot of patience.

Research Gap

The researcher had studied a huge number of studies (National and international) in the form of thesis, research papers and articles and found various relevant works done on socio-economic status, personality of teachers and teaching competencies of the teachers of Secondary school. Various studies were conducted in Haryana also. “The Indian studies are relate to the impact of socio-economic status on academic-achievement of school Learners: an investigation. 15 marks based on socio-economic status. The effect

of literacy and socio-economic status on issues related to adolescent girls. Socio-economic analysis (a case study of village Chaudhari wali)". Socio-economic variable which was studies as conditions of scheduled castes in Haryana was there. Status of women in Haryana a spatio-temporal study. A study of differential personality traits in intellectually superior, average and below- average Learners. Analytical study of children's painting as indication of their personality bittern. The effect of age personality and motivation on persistence in Punjab University. In engineering education, the study was conducted on personality factors of high and low achievers. Exploration in the personality of artistes, musician literature proceeding of Indian science progress. Stoichiometric approach to personality. Compared the personality pattern of adolescent's boys and girls. A study of various personality variables as predictors of academic achievement. A study of reactions to frustration among the super- normal and sub-normal. Personality as a factor in teacher –learners deviation. Impact of socio-economic status on personality adjustment of adolescents. A study of need achievement and personality traits in adolescents. An examination of personality adjustment of superior and average children. Relationship between teacher's personality, teaching success and behavioral changes in Learners. Relationship between teachers' attitude towards teaching and general teaching competence. "Various studies were conducted recently on the related areas like S. Sharma (2018) Crossing Boundaries, Escaping Marginality: An exploration of Socio-Cultural Changes and its impact on Girls Education in Haryana, S. Sharma (2018) Developmental Perspectives on Identity its Nature and Formation, S. Sharma & P.A. Lone (2018), Personality Traits and Social Intelligence of College-going Students in Relation to their Locality, S. Sharma (2018), Impact of Emotional Intelligence on cognitive Difficulty and Academic Achievement of Higher Secondary Students, S. Sharma & R. Hayat (2018) Schooling and the Meo Girl Children: Some insights from the field, S. Sharma & R. Hayat (2018), Massacred Childhood and Breathing Hope: Schooling and the Meo Girl Children, S. Sharma & A.K. Das (2017), A Concept Note on Vocational Training on Behavioural Skills in Mild Intellectually Disabled Person, S. Sharma & P.A. Lone (2017) Impact of Learning Style on Academic Achievement An Exploration in Context of Secondary School Students, S. Sharma & A.K. Das (2017), Vocational Training on Behavioural Skills in Mild Intellectually Disabled Person: An Empirical Study, S. Sharma & A.K. Das (2017), Effect

of Spiritual Attitude of Parents of Mentally Challenged Children, S. Sharma & P. Yadav (2017), Effect of Social Networking Addiction and Academic Self Concept in Adolescents on their Academic Achievement, S. Sharma & A.Rai (2017), A Study of Teaching Competency among the Prospective Teachers Studying in Central and State Universities, S. Sharma & P. Yadav (2017), Social Networking Addiction and Academic Self Concept, S. Sharma & R. Hayat (2016), Mewat, Identity and Meo girls' education: An analysis, S. Sharma & S. Kumar (2016), Use of CAI in Special Education : An Approach Towards children With Mental Retardation, S. Sharma (2016), Evaluation of Academic achievement: a Theoretical Concept on Remedial and enrichment teaching, S. Sharma & Dilbag (2015), Children with Special Needs and their Educational Aspirations". The teacher effectiveness was find out through personality tests. The analysis of teaching competencies can be done only proper monitoring and performance. After studying all these studies researcher found that no study is conducted in Mahendergarh and Gurugram district of Haryana having the variables of socio-economic status, personality of teachers and teaching competencies of the teachers of Secondary school all together. Therefore researcher decided to study taking these variables for his research work.

Research Design and Procedure

A research design and research procedure provides a framework of the activities of research which was conducted. "A research design is the set of methods and procedures used in collecting and analyzing measures of the variables specified in the problem research. The design of a study defines the study type (descriptive, correlation, semi-experimental, experimental, review, meta-analytic) and sub-type (e.g., descriptive-longitudinal case study), research problem, hypotheses, independent and dependent variables, experimental design, and, if applicable, data collection methods and a statistical analysis plan. A research design is a framework that has been created to find answers to research questions". The present study aims at examine "Impact of Socio-Economic Status and Personality on Teaching Competency of Secondary School Teachers"

Research Design and Procedure

Research Methodology

"Research Methodology is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and

principles associated with a branch of knowledge. Typically, it encompasses concepts such as paradigm, theoretical model, phases and quantitative or qualitative techniques”². *The methodology guiding the present research has been explained under the following steps:-*

Step I: Research design

Step II: Sample design

Step III: Tools

Step IV: Data collection

Step V: Statistical techniques

STEP I-Research Design

Best and Kahn (1989)³ stated, “Descriptive research is concerned with all of the following hypothesis formulation and testing, the analysis of the relationship between non-manipulated variables and the development of generalization. In descriptive research variables that exist or have already occurred are selected and observed”.

STEP II-Sample Design

The Simple Random sampling was used in the present study. The researcher took total number of 300 teachers of Secondary schools from Mahendergarh and Gurugram District of Haryana.

STEP III-Tools

For collecting the data researcher used standardized tool and used semi-structured interview:

1. Tool 1: “Socio-Economic Status Scale Developed by L.N. Dube and B. Nigam, Saraswati Shiksha Mahavidhaliya, Jabalpur”
2. Tool 2: “General Teaching Competency Scale (GTCS) by Prof. B. K. Passi and Mrs. M.S. Lalitha from National Psychological Corporation, Agra”
3. Tool 3: “Eysenck’s Personality Questionnaire-Revised by Dr. S. Jalota and Dr. S.D. Kapoor”
4. Tool 4: “Interview with teachers regarding the incorporation of digital teaching”

Sample Design

A sample design may be defined as the small number of population elements so chosen that they represent the whole study. The research study on these variables are not possible to conduct on a very large population. Practically there were few limitations like Cost and duration of the research. Therefore, Simple Random sampling was used; in the present

the researcher took total number of three hundred teachers were taken from the secondary schools of Mahendergarh and Gurugram District.

Methods and Procedure Adopted

The present study has adopted specific research design, methodology and procedures to conduct this research. This was an important step for the preparation of writing the present research report. This step provides/give a base line for the conduct of the research and provide the initial direction to the researcher. A very systematic plan and procedure was used by the researcher to complete the entire work and the report writing part is an essential component which researcher tried to complete. J. W. Best (2007)⁵ “Research is considered to be the more formal, systematic, intensive process of carrying on the scientific methods of analysis. It involves of more systematic structure of investigation, usually resulting in some sort of formal record of procedures and a report of result or conclusions”. Kothari⁶ stated that “Research Design stands for advance planning of the method to be adopted for collecting the relevant data and the techniques to be used in their analysis, keeping in view the objectives of the research to availability of staff, time and money”. The present research work was **“Impact of Socio-Economic Status and Personality on Teaching Competency of Secondary School Teacher”**.

Methodology

In this study the researcher followed the mixed method approach. For quantitative method descriptive survey research design were followed by the researcher. For qualitative analysis of the data interviews were used for collecting data.

3.5 Population and Sample

In this research study, the population is defined as the secondary school teacher’s teachers of the state Haryana. In order to select the sample District Mahendergarh and Gurugram was taken. Sample of 300 secondary school teachers were selected from the two districts through simple random sampling.

Treatment of Data

In present study researcher has applied both quantitative and qualitative techniques. “Data and information or knowledge are often used interchangeably; however data becomes information when it is viewed in context or in post-analysis.”^[2] While the concept of data is commonly associated with scientific research, data is collected by a huge range

of organizations and institutions, including businesses (e.g., sales data, revenue, profits, stock price), governments (e.g., crime rates, unemployment rates, literacy rates) and non-governmental organizations (e.g., censuses of the number of homeless people by non-profit organizations)”⁷. *Regression analysis was utilized with the help of statistical Package for the social Sciences (SPSS) Statistical Package to find out the co-relation between socio-economic status, personality, teaching competency of teachers and further the scores of the standardized of teaching competency and academic scores of the students*”. In-depth interactions were also done with Learners, parents and teachers so as to understand the data more comprehensively and discuss the result more emphatically. This provided the researcher an opportunity to understand the dichotomy between quantitative and qualitative assessment of data. This was used just to corroborate the findings derived from statistical tools. In the present research work researcher has applied both quantitative and qualitative techniques. Therefore, the statistical techniques were used to provide meaning to the raw data. For this the researcher has applied SPSS to measure various statistical value/ parameter with minimizing human error. Statistical techniques i.e. Regression analysis was used.

Regression: When two related variables have cause and effect relationship and when a change in one variable induces a change in the other variable then there exists correlation between them. Thus, the strength of relationship between them can be known and measured by the correlation. If the average value of one variable is to be estimated corresponding to the given value of the other variable then regression is used. Here, of course the cause and effect relationship between two variables is tacitly implied. A variable in which change occurs is called a cause variable or independent variable. We shall call it an independent variable and we shall denote it by X. the other variable whose value is to be estimated corresponding to a given change in X is called an effect variable or dependent variable and we shall denote it by Y. In statistical terms, we say that there is some definite mathematical relationship with an error term.

$$Y = \alpha + \beta X + \mu(\text{error term})$$

Where,

Y = Dependent variable

X = Explanatory variable/Independent variable

α = Constant term

β = Coefficient term/ slope of the equation

Experience and challenges during data collection

No research is conducted by any researcher without facing any problems and challenges in the field. Finding solution to these problems and challenges provides an insight to the researcher to carry forward one's own research on the one hand and on the other, it paves the way for coming generation of researcher to economize and plan their research more accurately. One of the major challenges that the researcher faced is related to seeking permission from the schools for collection of data and administrator's apathy towards access of sample subject as the teachers are reluctant sending learners to take the test. These problems are sorted out by making rapport with the principal and teachers. They are convinced that the research will strengthen school education and will benefit all those who are concerned with school education. The researcher also encountered problems due to examination in some of the schools that are going on and the sample Learners are busy in its preparation. It could have been far better if the schedule of the school chosen as sample had been procured beforehand for the reason of time scheduling.

In present study have been analyzed quantitatively have been presented and analyzed in the next chapter. As has been mentioned earlier that tools namely **“Socio-Economic Status and Personality of Teaching Competency of Secondary School Teachers”**. Regression analysis was used to analyze the data in order to see the impact of the independent variable on the dependent one.

Further, the data gathered through in-depth interaction based on referral points included, sample Learners, parents and teachers of sample Learners. Their points included, sample Learners, parents and teachers of sample Learners. Their narrative has been processed ad-verbatim while processing the data which were initially written on a master sheet. Similar and dissimilar points from the interaction were noted down so as to process easily. The narratives were employed to understand the data more comprehensively and discuss the result more emphatically.

Analysis and Interpretation of Data

“Statistics is the branch of science methodology. It deals with collection, classification, description and interpretation of data obtained by conduct of surveys and experiments. Its essential purpose is to describe and draw inferences about the numerical properties of population”. **George A Ferguson**

“Analysis is the ordering – the breaking down of data into constituent parts in order to obtain answer to research questions”. **Kerlinger**

Testing of Hypotheses in Nutshell

Objectives	Null Hypothesis	Decision Values (at level 0.05)	Remark
1	There is no impact of teaching competency on the academic achievement of the students	R = 0.05 F = .753 P = 0.386	Accepted
2	There is no impact of socio-economic status on the academic achievement of the students.	R = 0.31 F = 0.283 P = 0.595	Accepted
3	There is no impact of personality traits on the academic achievement of the students	R = 0.158 F = 7.587 P = 0.006	Not accepted
4	There is no impact of teaching competency and socio-economic status and personality traits on the academic achievement of the students.	R = 0.172 F = 3.021 P = 0.005, 0.229, 0.977	Not accepted
5	There is no impact of socio-economic status on the teaching competency of the teachers	R = 0.016 F = 0.80 P = 0.777	Accepted
6	There is no the impact of personality traits on the teaching competency of the teachers.	R = 0.654 F = 222.456 P = 0.000	Not accepted
7	There is no impact of socio-economic status on the personality traits of the teachers	R = 0.127 F = 4.9 P = 0.028	Accepted
8	There is no impact of teaching competency on the academic achievement of the Learners	R = 0.661 F = 115.501 P = 0.022	Not accepted

As a consolidated result it can be very clearly seen from the table that four hypotheses were accepted and four were not accepted. It also shows that the academic achievement of the Learners are depend on various other variables and factors. Teaching competency is

depend on many other factors. These factors could be the interest and awareness taken for the recent development and knowledge of their subjects.

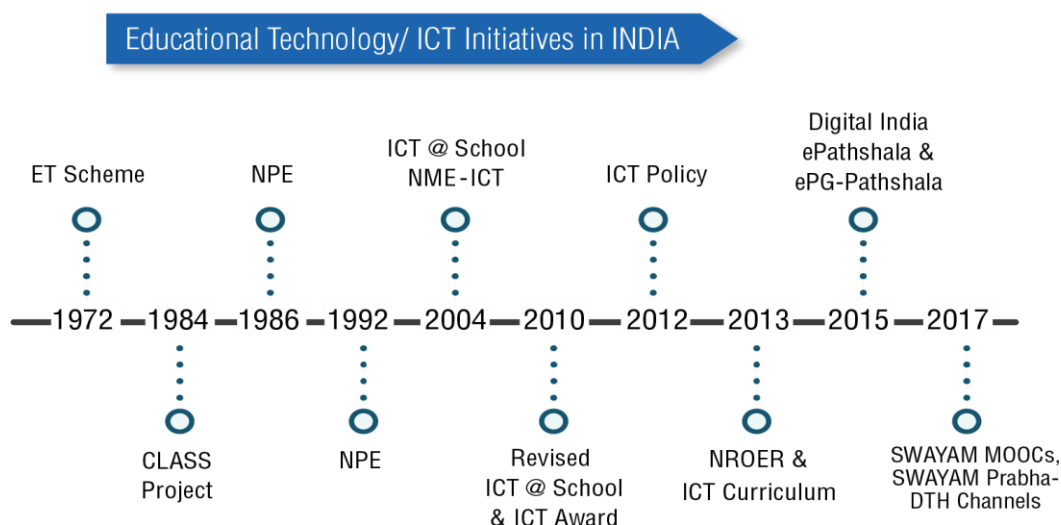
Qualitative Analysis

The analysis was done on the basis of the questions asked and noted individual teachers of the schools regarding the incorporation of digital teaching in routine class teaching. Digitalization is the effective step taken by the government of India where every school must have a computer lab and every teacher needs to learn e teaching, digital teaching etc. Approximately 1,79,498 schools (upper primary, secondary & senior secondary) was approved for strengthening ICT component under various schemes. The Indian Government took various steps to provide and strengthen digitalization in schools. These are: ICT in Education Curriculum for School System, e-pathshala, National Repository of Open Educational Resources (NROER), SWAYAM, SWAYAM PRABHA, CBSE initiatives, KVS initiatives, Operation Digital Board, The history of the digitalization in India:

Question No.1 Do you have any competency of digital use of equipment.

Responses: All the teachers claimed that they are acquaint with most of the digital use of equipment.

Question No.2 What kind of digital initiative is taken in your institution?



Responses: All the teachers claimed that they take many initiatives like ICT in Education Curriculum for School System, e-pathshala, Operation Digital Board, Google use for resources, Mobile applications etc.

Question No.3 Do you have fully furnished ICT lab in your institution.

Responses: All the teachers claimed that they *have fully furnished ICT lab in their institution*

Question No.4 Do your classrooms have smart boards?

Responses: Only five percent schools are having smart boards in their classroom.

Question No.5 What kind of digital initiative you are taking in the class.

Responses: The responses were silent and it was found that very few teachers were using ICT in classroom except the ICT period/ Computer period.

There are various devices used in Information Communication Technology Laboratory (ICT) which can be used during teaching learning process. Teachers are using most of the devices. The use of computer is very common in this area. In Indian classroom every class does not have furnished computer devices. Schools have a separate lab where adequate number of computers were installed. School students do not keep laptop with them. Therefore teachers teaches via computer only during the ICT period. One another device is Mobile phones which is very commonly used by the learners. But learners are not allowed to bring their mobile phones into the classroom. Mobile phones have various features which are very easy to use like timer, calculator, clicking of photos of the events and also editing them, recording of lectures, information via short service messages (SMS), use for administrative purposed, learning material, E Mail checking, reminder for homework, surfing from internet explorer, **use dictionary** and many more. *IPADS is the device which can be used for recording, play music, download and transfer files, use dictionary etc. Digital Cameras, Tablet devices, projectors, television, radio, and tape recorders can be used in the classrooms during teaching. Then we have Interactive Whiteboard. Through Interactive Whiteboard teaching becomes very easy and enjoyable. A lot of features are there in the Interactive Whiteboard (IWB). Teacher's competency increases using Interactive Whiteboard. Teachers can even stole lot of data of their subject in the hardware of Interactive Whiteboard. It can be connected with wifi. This all shows that teaching competency is not depend on socio-economic status and personality of the*

teachers but also the awareness and interest taken by the teachers of recent development in the field of Education.

Result and Discussion

1. “To study the impact of teaching competency on the academic achievement of the Learners”.

There is no impact of teaching competency on academic achievement of Learners.

Teaching competency comes only when a teacher keeps sound knowledge of the subject and enters in the class with full preparation. Here pre- instructional planning is essential. It is noted that the learning objectives of the lesson which is going to teach needs to be prepared appropriately. Very clearly defined the teaching content, adequate and attainable description. Selection of sequence of teaching content needs to be appropriately arranged and it should be relevant and adequate with respect to the learning objectives of the lesson, and accurate. Teaching content selected needs to be properly organized where logical continuity and psychological organization is essential. The selection of audio-visual material were appropriate: suited to the pupils and content, adequate and necessary for attaining the objectives. But the result of this hypotheses shows that the teaching competency does not affect the academic achievement of the Learners. However while conducting the interview it was observed that the teachers were not having the knowledge of using the technology in the classroom and there is also unavailability of technological teaching devices in the schools. Therefore the unavailability of resources the use of new technology for teaching learning process does not take place. The quality of effective teaching model is given:

Figure: Qualities of Effective Teaching



Teaching

Subject matter expertise

Information literacy

E-lesson planning

E-activity evaluation

Facilitating

Empowering learning motivation

E-activity facilitation

Online communication

Learning advice

E-class management

Additional Components may be added:

Value

Passion

Positive thinking

Cyber ethics

Responsibility

Creative thinking

Long term training Basic

Positive thinking

Passion

Responsibility

Subject matter expertise

Creative thinking

Short-term trainable Roles

Cyber Ethics

E-lesson planning

Learning advice

E-activity evaluation

E-activity facilitation

Online communication

Information literacy

E-class management

Empowering learning motivation

2. “To study the impact of socio-economic status on the academic achievement of the Learners”.

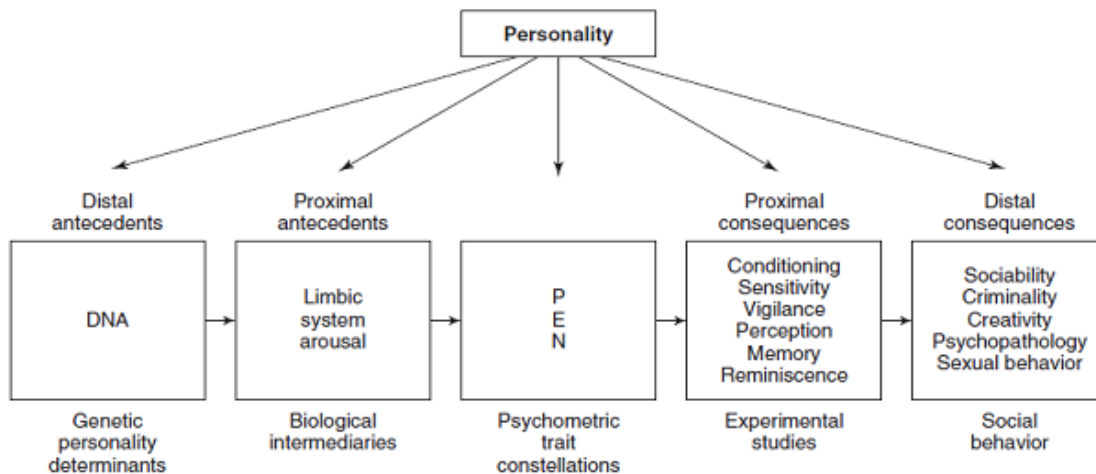
There is no impact of socio-economic status on the academic achievement of the

Learners. Brandon L Carlisle and Carolyn B Murray, “Academic Performance, Effects of Socio-Economic Status on” University of California Riverside, Riverside, CA, USA, 2015 Elsevier, support the study like “The complexity of this relationship will be examined by discussing factors such as socio-economic segregation, school funding, teacher expectations, and academic climate. The effect that socio-economic status can have on academic achievement is of global importance to educators, researchers, and policymakers, as they continue to address disparities in academic achievement and educational attainment. Efforts to ensure that all Learners receive an equitable educational experience

are also discussed, with particular emphasis placed on the importance of effective schools”. The present study also shows that there is no impact of socio-economic status on the academic achievement of the Learners. Therefore some sound steps may be taken by the school authorities to increase concentration of the learners.

3. “To study the impact of personality traits on the academic achievement of the Learners”.
There is an impact of personality traits on the academic achievement of the Learners. Asghar Hazrati-Viaria, Ali Tayarani Rada, Sayed Saeed Torabib, “The effect of personality traits on academic performance: The mediating role of academic motivation”, *Procedia: Social and Behavioral Sciences*, 2011 Elsevier (www.sciencedirect.com) supported the result and comment, “conscientiousness predicted both of intrinsic and extrinsic motivation, but openness to experience predicted only intrinsic motivation. Moreover, as expected, academic motivation mediated the relationship between openness to experience and conscientiousness with academic performance”. The present study also shows that there is an impact of personality traits on the academic achievement of the Learners. Teacher is a role model for Learners. Parents also keeps faith on the teacher. A model of Major components of Eysenck’s theory of Personality is given below:

Figure: A model of Major components of Eysenck’s theory of Personality



Extraversion (E), Neuroticism (N), And Psychoticism (P)

4. “To study the impact of teaching competency, socio-economic status and personality traits on the academic achievement of the Learners”.
There is an impact of teaching competency, socio-economic status and personality traits on the academic achievement of the Learners. No doubt that when the three variables work

for one variable i.e. academic achievement than certainly it will work and show an impact on it.

5. “To study the impact of socio-economic status on the teaching competency of the teachers”.

The statistical result shows that there is no impact of socio-economic status on the teaching competency of the teachers. Many studies reflects that teaching competency is something different from many other variables. It depends on the content knowledge. And the beginning of receiving this subject knowledge is from school. If teacher is serious towards their studies during their school time than the same reflects in their own classroom. Second important thing is attitude of teaching. If teacher really wants to impart knowledge than he will do lot of efforts and also may prepare individualized teaching plan. Teacher can find out the both attending and non-attending behaviors of the pupils were recognized: attending behavior was rewarded, directions were given to eliminate non-attending behavior, questions were asked to check pupils’ attending behavior, pupils’ feelings and ideas were accepted, and nonverbal cues were used to recognize pupils’ attending and non-attending behaviors. Here socio-economic status does not matter.

6. “To study the impact of personality traits on the teaching competency of the teachers”.

There is an impact of personality traits on the teaching competency of the teachers is reflecting in this research. The result shows comparing the study conducted by Eyong, Emmanuel Ikpi, David, Bassey Enya, Umoh, Augustus Johnny, “The Influence of Personality Trait on the Academic Performance of Secondary School Learners in Cross River State, Nigeria.”, “A significant difference was found between the achievements of Learners with high level of conscientiousness and agreeableness, and those with low levels of the traits”. The present study also shows the same result on the other hand in the present study other variables are also taken into consideration.

7. “To study the impact of socio-economic status on the personality traits of the teachers”.

There is an impact of socio-economic status on the personality traits of the teachers. The result shows comparing the study conducted by S Kumar, J Khamari, P Hanspal, M. Mahmood, “A Study on Socio-Economic Status and Personality of Pupil Teachers with Special Reference to Gender”, “that there will be significant difference in socio-economic status of pupil teachers according to gender and other all the hypotheses are Vice-verses as

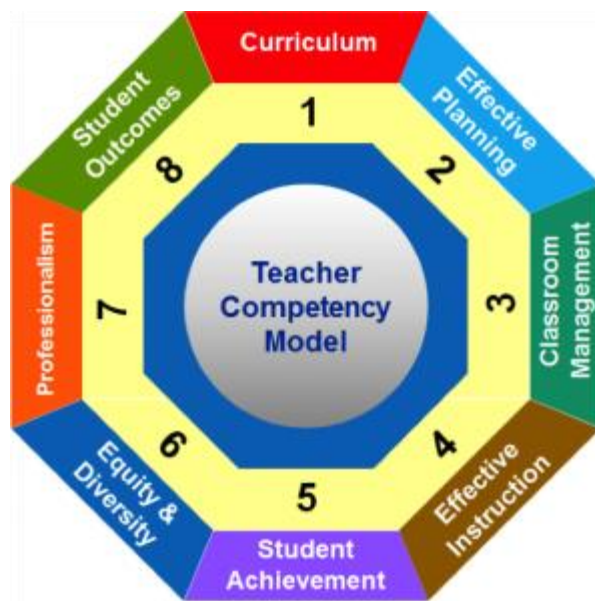
a result there is not significance difference on ten dimension of personality of pupil teachers with reference to Socio-economic status”. In the present study impact of socio-economic status on the personality traits of the teachers is reflecting. If the socio-economic status of teacher is sound than he may react in the society with full confidence.

8. “To study the impact of socio-economic status and Personality traits on the teaching Competency of the teachers”.

There is an impact of socio-economic status and Personality traits on the teaching Competency of the teachers. When socio-economic status is sound and personality of a teacher is dynamic than certainly teacher teaches free of mind and use all the expertise of teaching in the classroom. “Teacher may introduce lesson effectively and pupils were made ready emotionally and from knowledge point of view to receive the new lesson: continuity in statements or questions, relevance, use of previous knowledge and use of appropriate device/technique. Questions were appropriately framed to ask; well structured, properly put, adequate in number and made pupils participate. “Critically awareness was brought about in pupils with the help of probing questions: prompting, seeking further information, refocusing, redirection and increasing critical awareness. Concepts and principles were explained (understanding brought about) with the help of clear inter-related and meaningful statements: statements to create set, to conclude, statements which had relevancy, continuity appropriate vocabulary explaining links, fluency and had no vague words and phrases. The concepts and principles were illustrated with the help of appropriate examples through appropriate media (verbal and nonverbal): simple, relevant to the content and interest level of pupils. Pupils’ attention was Secured and maintained by varying stimuli like movements, gestures, changing speech pattern, focusing, changing interaction styles, pausing, and oral-visual switching: Pupils’ postures, and listening, observing, and responding behavior of pupils. Deliberate silence and nonverbal cues were used to increase pupil participation. Pupils’ participation (responding and initiating) was encouraged using verbal and nonverbal reinforces. Speed of presentation of ideas was appropriate: matched with the rate of pupils’ understanding and there was proper budgeting of time. Pupils participated in the classroom and responded to the teacher and initiated by giving their own ideas and reacting to others’ ideas”.

National Importance of the Study & Educational Implication

The study entitled “Impact of Socio-Economic Status and Personality on Teaching Competency of Secondary School Teachers” is very much relevant in the present education system. There is a change in the teacher education system and school education system. On one side Learners are getting full marks in board examination and on the other hand some are not completing their course successfully. Then children either suicide or effected with depression. The evaluation system is changing day by day. Satisfaction level is decreasing. Government had designed National Curriculum Framework 2005, National Curriculum Framework for Teacher Education 2009. And now the New Education Policy draft has come. Every research has its value at national level and in the same way this research has its own value at national level. Teacher competency is always in question. Involvement of parents and social conditions matter a lot in the success of a child. Here success does not mean that child gets full marks but child learns how to live satisfactorily in the society. There were many factors influencing the all-round development of personality of a child like living in a joint family, nuclear family, working mother, business class family, service class family and so on. Policy makers may take this study into consideration and a large level of pilot study may be conducted adding other variables. There is a teacher competency model and it says, “The TCA competency model specifies key performance domains, and within each domain are the specific behaviour indicators. The competency model is organised around the following eight domains covering all aspects of a teacher’s job performance: Understanding the Curriculum, Planning and Assessment of Instruction, Management of Classroom, Instruction’ Standards for Learners Achievement, Appreciation of Diversity, Professional, Responsibilities, Learners Outcomes” and if this model can be followed by every institution than certainly good results can come.



This teaching competency model has eight dimensions like curriculum, effective planning, classroom management, effective instruction, student achievement, equity and diversity, professionalism and students outcomes.

Suggestions for further study

Every research has some variables. In this research there were some delimitations and therefore some suggestions are there for the further research which was identify during research. Due to a limited time of research and resource at the disposal of the researcher, all the areas of the research problem were not taken into consideration. Therefore, the present research study opens up several avenues for further research study. This type of research study can be conducted to different grades of educational institutions i.e. the primary, Secondary or even at the college level. This type of study can be conducted to compare the mental health of adolescents in relation to social networking sites. Further the same kind of research study can be conducted on adults. The present research study can be replicated on a large sample taken from different age groups and grade groups as well. Further similar study can be conducted by taking other independent variables such mobile addiction, personality traits, self-esteem, mental health etc. Use of social media for teaching and social networking addiction among teachers. Same type of research study can be conducted on the Learners of art, science and commerce group separately. This type of study can be conducted with the Learners of entire Haryana state. Some more variables like mobile addiction, mental health and achievements can be added. The variables, which

have not been included in this study, may be included in further studies to gain more understanding of the subject. The list of further research study which has been given above is however not very exhaustive, but it is illustrative. There is a lot of scope in this area which have was not taken at all into the part of research; can be included.

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Hindi Version of H. J. Eysenck's M.P.I.



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मॉडसले की व्यक्तित्व परीक्षा

नाम : स्त्री/पुरुष : आयु :

सकुल/कालिज/पता :

पिता या अभिभावक या आपकी वास्तविक आयु :

व्यवसाय/विद्या/छात्रा :

निर्देश

एक प्रस्तावकी में आपको व्यवहार, भाव, कार्य आदि में सम्मिलित कुछ प्रश्न पूछे गए हैं। इन प्रश्नों के लिए कोई भी पूर्वनिश्चित "सही" या "गलत" उत्तर नहीं हो सकते हैं। क्योंकि एक ही परिस्थिति में यदि एक आदमी को एक तरह का अनुभव होता है तो दूसरे को उसी तरह का अनुभव हो सकता है। अतः आपको जो सही लगे वही प्रश्नके लिए ठीक उत्तर दें। प्रश्नों के लिए नीचे दिए हुए उदाहरण के साथ स्वयं अभ्यास करें, जिसे आप मन में पढ़िए।

क्या आपको बप-बप करना बहुत पसंद है ? हाँ ☐ ? ☐ नहीं ☐

जैसा कि आप देखते हैं कि हर एक प्रश्न के तीन सम्भावित उत्तर दिए गए हैं : "हाँ ☐", "हाँ ☐", तथा "नहीं ☐". आपको उत्तर देते समय कुछ लिखना नहीं है, केवल प्रश्नों को पढ़ कर यह निश्चित करना है कि "हाँ ☐", और "नहीं ☐". में से कौन सा उत्तर आपके भाव, व्यवहार, कार्य को सही-सही प्रकट करता है और उसके बाद उक्त प्रश्न के सामने दिए हुए खानों में से एक खाने में सही (✓) का निशान बनाता है। अधिकतर अवस्थाओं में आपका उत्तर "हाँ" और "नहीं" में होता चाहिए। पर यदि आप निश्चित न कर सकें तो "हाँ" के सामने वाले खाने (Box) में निशान लगा सकते हैं। जल्दी में यदि आप गलत खाने में निशान लगा दें तो उसे भी बार-बार कर ठीक स्थान पर निशान लगायें। प्रश्नों का उत्तर देने में कीमती काल बहुत अधिक मोक्ष-विचार के मत पड़े, बल्कि तुरन्त मन में आए विचार या उत्तर की उसी समय निशान लगा दीजिये। किसी भी प्रश्न को मत छोड़िए, बल्कि प्रत्येक प्रश्न को कुछ न कुछ उत्तर अवश्य दीजिए। साधारणतया कोई बच-पनह मिनट में अधिकतम लोग समाप्त कर लेते हैं। अतः कीमती से बचकर करके सारे प्रश्नों का उत्तर दे डीजिए।

अब आप शुरू कर दीजिए।

1. यदि किसी एक काम में बहुत जल्दी की जरूरत हो तो क्या उसे करने में आपको सबसे ज्यादा खुशी होती है ? हाँ ☒ ? ☐ नहीं ☐
2. क्या आपको अक्सर ऐसा भी लगता है कि आप बिना किसी वजह के ही अपने को कभी तो उदास और कभी असमं प्रतीत करते हैं ? हाँ ☐ ? ☐ नहीं ☒
3. जब कभी आप किसी बात पर मन लगाने की कोशिश करते हैं तो क्या आपका मन अक्सर बदल होने लगता है ? हाँ ☒ ? ☐ नहीं ☐
4. एक दोस्त बनाने में क्या आप अक्सर खुद कोशिश करते हैं ? हाँ ☐ ? ☐ नहीं ☒
5. क्या आप अपने कामों की जल्दी और निश्चय के साथ करना चाहते हैं ? हाँ ☒ ? ☐ नहीं ☐
6. क्या आप किसी के साथ बातें करते-करते कुछ सोचते रह जाते हैं ? हाँ ☐ ? ☐ नहीं ☒
7. क्या आपा में कार्य करने की वक़्त कभी तो बहुत अधिक और कभी बहुत कम हो जाती है ? हाँ ☒ ? ☐ नहीं ☐
8. क्या आप अपने को जिन्दा-दिल समझते हैं ? हाँ ☐ ? ☐ नहीं ☒
9. यदि आपको समाज में मिलने-जुलने से रोक दिया जाए तो क्या आप दुःखी होंगे ? हाँ ☒ ? ☐ नहीं ☐
10. क्या आपके मिजाज में अक्सर उतार-चढ़ाव होता रहता है ? हाँ ☐ ? ☐ नहीं ☒
11. क्या आपका स्वभाव बिना किसी वजह के ही बदलता रहता है ? हाँ ☒ ? ☐ नहीं ☐
12. क्या आप किसी कार्य की योजना बनाने के बजाय उसे कर ही डालना पसंद करते हैं ? हाँ ☐ ? ☐ नहीं ☒

Total of Short Scale : N ☐ E ☐

१६. क्या आप ऐसी बातों की कल्पना करते रहते हैं जो कभी पूरी ही नहीं होती?.....हाँ ☒ नहीं ☐
१७. क्या सामाजिक व्यवस्थाएँ (सभा, सोसायटी आदि में) आप पीछे रह जाते हैं?.....हाँ ☒ नहीं ☐
१८. क्या आप अपनी हीनी बातों पर अक्सर सोचा करते हैं?.....हाँ ☐ नहीं ☒
१९. क्या आपको एक दुस्तुला पार्टी में डूब-डिल जाने में मुश्किल होती है?.....हाँ ☐ नहीं ☒
२०. क्या आप बिना किसी वजह के ही अपने को अक्सर दुखी महसूस करते हैं?.....हाँ ☒ नहीं ☐
२१. क्या आप ज़रूरत से ज्यादा सावधान रहते हैं?.....हाँ ☒ नहीं ☐
२२. क्या आपको अक्सर ऐसा लगता है कि आपने किसी बात को तय करने में बहुत देर लगा दी है?.....हाँ ☐ नहीं ☒
२३. क्या आप लोगों से मिलना बसन्द करते हैं?.....हाँ ☐ नहीं ☒
२४. क्या आपको अक्सर चिन्ता के कारण नींद नहीं आती?.....हाँ ☒ नहीं ☐
२५. क्या आप अपनी जान-पहचान गिने-चुने लोगों तक ही सीमित रखना पसंद करते हैं?.....हाँ ☒ नहीं ☐
२६. क्या आप अक्सर किन्हीं पाप या अपराध की भावनाओं से परेशान रहते हैं?.....हाँ ☒ नहीं ☐
२७. क्या आप अपने काम को अक्सर बहुत धन लगाकर (गम्भीरता से) करते हैं?.....हाँ ☒ नहीं ☐
२८. क्या आप छोटी-छोटी बातों पर बुरा महसूस करते हैं?.....हाँ ☐ नहीं ☒
२९. क्या आप बहुत सी सभा-सोसायटियों में जाना पसंद करते हैं?.....हाँ ☐ नहीं ☒
३०. क्या आप अपने को बहुत ही बेचैन व्यक्ति समझते हैं?.....हाँ ☐ नहीं ☒
३१. क्या आप किसी टीम या टोली में काम करते समय नेता (लीडर) बनना पसंद करते हैं?.....हाँ ☐ नहीं ☒
३२. क्या आप अक्सर अपने में अकेलापन महसूस करते हैं?.....हाँ ☐ नहीं ☒
३३. निम्न लिखे बाने व्यक्तियों (मर्द या औरत) के सामने क्या आपको शर्म लगती है?.....हाँ ☐ नहीं ☒
३४. क्या आप सपनों की दुनिया में रहना ज्यादा पसंद करते हैं?.....हाँ ☐ नहीं ☒
३५. आपसे कोई बात कही जाने पर क्या आप उसका जवाब तुरन्त दे देते हैं?.....हाँ ☒ नहीं ☐
३६. क्या आप अपनी पिछली खुशी की बातों पर विचार करने में अधिक समय लगाते हैं?.....हाँ ☒ नहीं ☐
३७. क्या आप अपने को खुश-मिजाज समझते हैं?.....हाँ ☒ नहीं ☐
३८. क्या आपने अक्सर अपने को बिना कारण उदासीन या थका हुआ महसूस किया है?.....हाँ ☒ नहीं ☐
३९. क्या आप सामाजिक-मंडली में चुप रहना पसंद करते हैं?.....हाँ ☒ नहीं ☐
४०. किसी कठिनाई को पार कर लेने के बाद क्या आप अक्सर यह सोचते हैं कि आपने वह नहीं किया जो आपको करना चाहिए था?.....हाँ ☐ नहीं ☒
४१. क्या सैर-सपाटे के वक़्त आप खूब आनन्द उठा सकते हैं?.....हाँ ☐ नहीं ☒
४२. क्या आपके मन में इतने विचार आते हैं कि आप सो नहीं सकते?.....हाँ ☐ नहीं ☒
४३. क्या आप ऐसा काम पसन्द करते हैं जिसमें अधिक ध्यान लगाना पड़ता है?.....हाँ ☐ नहीं ☒
४४. क्या कभी आपको किसी बार-बार आए हुए वेकार के विचार ने परेशान किया है?.....हाँ ☒ नहीं ☐
४५. क्या आप अपने-कामों को अक्सर लापरवाही से करते हैं?.....हाँ ☒ नहीं ☐
४६. क्या आपको बहुत से मामलों की छोटी-छोटी बातें परेशान कर देती हैं?.....हाँ ☐ नहीं ☒
४७. क्या दूसरे लोग आपको एक मस्त व्यक्ति समझते हैं?.....हाँ ☒ नहीं ☐
४८. क्या आप अक्सर निराश या दुःखी रहते हैं?.....हाँ ☐ नहीं ☒
४९. क्या आप अपने को बहुत बानूनी मानते हैं?.....हाँ ☐ नहीं ☒
५०. क्या आपको कभी इतनी परेशानी होती है कि आप देर तक कुर्सी पर नहीं बैठ सकते?.....हाँ ☒ नहीं ☐
५१. क्या आप दूसरों का मजाक उड़ाना पसन्द करते हैं?.....हाँ ☒ नहीं ☐

Total of Long or Full Scale	N	E
Raw Scores		
Standard Scores		



Consumable Booklet

of

GTCS

B. K. Passi (Indore)

M. S. Lalita (Mysore)

(English Version)

Please fill up the following informations :—

Name of the Student Teacher.....

Class to be taught.....

Topic.....

Date.....

Time Duration.....



Estd. 1971

☎ : (0562) 2364926

NATIONAL PSYCHOLOGICAL CORPORATION

4/230, KACHERI GHAT, AGRA - 282 004 (INDIA)

Item

Sr. No.	Items	Not Very at						
		all		much				
		1	2	3	4	5	6	7
PLANNING (Pre-Instructional)								
1	Objectives of the lesson were appropriate: clearly stated relevant to the content, adequate and attainable.	*	*	*	*	*	*	*
2	Content selected was appropriate: relevant and adequate with respect to the objectives of the lesson, and accurate.	*	*	*	*	*	*	*
3	Content selected was properly organized: Logical continuity and psychological organization.	*	*	*	*	*	*	*
4	Audio-visual material chosen was appropriate: suited to the pupils and content, adequate and necessary for attaining the objectives.	*	*	*	*	*	*	*
PRESENTATION (Instructional)								
5	Lesson was introduced effectively and pupils were made ready emotionally and from knowledge point of view to receive the new lesson: continuity in statements or questions, relevance, use of previous knowledge and use of appropriate device/technique	*	*	*	*	*	*	*
6	Questions were appropriate: well structured, properly put, adequate in number and made pupils participate.	*	*	*	*	*	*	*
7	Critical awareness was brought about in pupils with the help of probing questions: prompting, seeking further information, refocusing, redirection and increasing critical awareness.	*	*	*	*	*	*	*
8	Concepts and principles were explained (understanding brought about) with the help of clean, interrelated and meaningful statements: statements to create set, to conclude, statements which had relevancy, continuity appropriate vocabulary explaining links, fluency and had no vague words and phrases.	*	*	*	*	*	*	*

Sr. No.	Items	Not Very at all much						
		1	2	3	4	5	6	7
9	The concepts and principles were illustrated with the help of appropriate examples through appropriate media (verbal and non verbal): simple, relevant to content and interest level of pupils.	*	*	*	*	*	*	*
10	Pupils' attention was secured and maintained by varying stimuli like movements, gestures, changing speech pattern, focusing, changing interaction styles, pausing, and oral-visual switching: Pupils' postures, and listening, observing and responding behavior of pupils.	*	*	*	*	*	*	*
11	Deliberate silence and nonverbal cues were used to increase pupil participation.	*	*	*	*	*	*	*
12	Deliberate silence and nonverbal cues were used to increase pupil participation.	*	*	*	*	*	*	*
13	Speed of presentation of ideas was appropriate: matched with the rate of pupils' understanding and there was proper budgeting of time.	*	*	*	*	*	*	*
14	Pupils' participated in the classroom and responded to the teacher and initiated by giving their own idea and reacting to others' ideas.	*	*	*	*	*	*	*
15	The blackboard work was good: legible, neat, appropriateness of the content written and adequate.	*	*	*	*	*	*	*

Sr. No.	Items	Not Very at all much						
		1	2	3	4	5	6	7

CLOSING

- 16 The closure was achieved appropriately: main points of the lesson were consolidated, present knowledge was linked with the past knowledge, opportunities were provided for applying present knowledge, and present knowledge was linked with future learning (assignment). * * * * *
- 17 The assignment given to the pupils was appropriate: suited to individual differences, relevant to the content taught, and adequate. * * * * *

EVALUATION

- 18 Pupils' progress towards the objectives of the lesson was checked and the procedures of evaluation were appropriate: relevant to the objectives, valid, reliable and objective. * * * * *
- 19 Pupils' difficulties in understanding a concept or principle were diagnosed by step-by-step questioning and suitable remedial measures were undertaken. * * * * *

MANAGERIAL

- 20 Both attending and non attending behaviours of the pupils were recognized: attending behaviour was rewarded, directions were given to eliminate non-attending behaviours, questions were asked to check pupils' attending behaviour, pupils' feelings and ideas were accepted, and nonverbal cues were used to recognize pupils' attending and non-attending behaviours. * * * * *
- 21 Classroom discipline was maintained in the class: pupils' followed teacher's instructions that were not related to the content. Comments (if any): * * * * *

सामाजिक-आर्थिक स्थिति मापनी
(Socio-Economic Status Scale)
(Rural)

एल.एन. दुबे एवं बी. निगम
सरस्वती शिक्षा महाविद्यालय, जबलपुर

नाम	आयु
विद्यालय/महाविद्यालय	कक्षा
पिता का व्यवसाय	
माता का व्यवसाय	
परिवार के सदस्यों की संख्या : भाई बहन अन्य कुल	
घर का स्थाई पता - ग्राम	तहसील जिला
ग्राम की जनसंख्या	

निर्देश

इस मापनी में आपके परिवार की सामाजिक-आर्थिक स्थिति के सम्बन्ध में कुछ प्रश्न दिये गये हैं। आप अपने परिवार के सम्बन्ध में उचित जानकारी देने हेतु सम्बन्धित खाने में ☒ सही का निशान लगाईये।
आपके द्वारा दी हुई जानकारी गुप्त रखी जायेगी इसलिए निःसंकोच उत्तर दीजिए।

प्राप्तांक	सामाजिक-आर्थिक स्थिति का स्तर

(1)

1. आपके परिवार की अनुमानित कुल मासिक आय कितने रुपये है ?

चालीस हजार से अधिक

☐

पच्चीस हजार से चालीस हजार तक

☐

दस हजार से पच्चीस हजार तक

☐

दस हजार से कम

☐

2. आपका मकान कहाँ स्थित है ?

जहाँ काफी बड़े लोग रहते हैं

☐

जहाँ मध्यम वर्गीय लोग रहते हैं

☐

जहाँ मजदूर या किसान वर्गीय लोग रहते हैं

☐

जहाँ निम्न जाति के लोग रहते हैं

☐

3. आपके पास कितने एकड़ जमीन है ?

पचास से अधिक

☐

30 से 50

☐

10 से 30

☐

10 से कम

☐

4. आपके स्वयं के मकान, जमीन तथा अन्य सम्पत्ति का अनुमानित कितने रुपये मूल्य होगा ?

चालीस लाख से अधिक

☐

बीस लाख से चालीस लाख तक

☐

दस लाख से बीस लाख तक

☐

दस लाख या कम

☐

5. आपके पिता ने कहाँ तक शिक्षा पाई है ?

स्नातकोत्तर या इससे अधिक

☐

स्नातक स्तर तक

☐

उच्चतर माध्यमिक स्तर तक

☐

माध्यमिक स्तर या कुछ भी नहीं

☐

6. आपकी माता ने कहाँ तक शिक्षा पाई है ?

स्नातकोत्तर या इससे अधिक

☐

स्नातक स्तर तक

☐

उच्चतर माध्यमिक स्तर तक

☐

माध्यमिक स्तर या कुछ भी नहीं

☐

7. आपके भाई-बहनों ने कहाँ तक शिक्षा पाई है या पा रहे हैं ?

स्नातकोत्तर या इससे अधिक

☐

स्नातक स्तर तक

☐

उच्चतर माध्यमिक स्तर तक

☐

माध्यमिक स्तर या कुछ भी नहीं

☐

8. आपके पिता किसी संस्था या पंचायत में किस पद पर कार्य करते हैं ?

सरपंच

☐

पंच

☐

सदस्य

☐

कोई पद नहीं

☐

9. आपकी माता किस पद पर कार्यरत हैं ?

सरपंच

☐

पंच

☐

सदस्य

☐

कोई पद नहीं

☐

10. आपके भाई-बहन किसी संस्था या कार्यालय में किस पद पर कार्यरत हैं ?

सरपंच

☐

पंच

☐

सदस्य

☐

कोई पद नहीं

☐

(2)

11. आपके माता-पिता के पास कितने पशु हैं ?
- | | | | |
|------------|--------------------------|------------------|--------------------------|
| 10 से अधिक | ☐ | 5 से 10 तक | ☐ |
| 2 से 5 तक | ☐ | एक या एक भी नहीं | ☐ |
12. आपके घर में कुल कितने वाहन हैं ?
- | | | | |
|---------------------------------------|--------------------------|-------------------------------------|--------------------------|
| एक ट्रैक्टर, बैलगाड़ी एवं मोटर सायकिल | ☐ | एक से अधिक मोटर सायकिल एवं बैलगाड़ी | ☐ |
| एक मोटर सायकिल एवं बैलगाड़ी | ☐ | एक सायकिल या कुछ भी नहीं | ☐ |
13. आपके घर में पेट्रोल/डीजल पर प्रतिमाह अनुमानित खर्च कितने रुपये आता है ?
- | | | | |
|-----------------------|--------------------------|-------------------------------------|--------------------------|
| तीन हजार से अधिक | ☐ | एक हजार से तीन हजार तक | ☐ |
| पाँच सौ से एक हजार तक | ☐ | कुछ भी नहीं (पेट्रोल वाहन नहीं हैं) | ☐ |
14. आपके परिवार में प्रतिमाह टेलीफोन एवं मोबाईल का अनुमानित खर्च कितने रुपये आता है ?
- | | | | |
|-----------------|--------------------------|-----------------------|--------------------------|
| एक हजार से अधिक | ☐ | पाँच सौ से एक हजार तक | ☐ |
| पाँच सौ से कम | ☐ | कुछ भी नहीं | ☐ |
15. आपके घर में प्रतिमाह बिजली का अनुमानित खर्च कितने रुपये आता है ?
- | | | | |
|--------------------|--------------------------|-------------------------|--------------------------|
| पाँच सौ से अधिक | ☐ | तीन सौ से पाँच सौ तक | ☐ |
| एक सौ से तीन सौ तक | ☐ | एक सौ से कम/बिलकुल नहीं | ☐ |
16. आपके घर में पत्र-पत्रिकाओं पर प्रतिमाह अनुमानित कितने रुपये खर्च होता है ?
- | | | | |
|---------------|--------------------------|----------------|--------------------------|
| दो सौ से अधिक | ☐ | सौ से दो सौ तक | ☐ |
| सौ से कम | ☐ | बिलकुल नहीं | ☐ |
17. आपकी शिक्षा पर प्रतिमाह अनुमानित खर्च कितने रुपये आता है ?
- | | | | |
|--------------------|--------------------------|-------------------------|--------------------------|
| पाँच सौ से अधिक | ☐ | तीन सौ से पाँच सौ तक | ☐ |
| एक सौ से तीन सौ तक | ☐ | एक सौ से कम/बिलकुल नहीं | ☐ |
18. आपको प्रतिमाह कितने रुपये जेब खर्च मिलता है ?
- | | | | |
|--------------------|--------------------------|----------------------|--------------------------|
| पाँच सौ से अधिक | ☐ | तीन सौ से पाँच सौ तक | ☐ |
| एक सौ से तीन सौ तक | ☐ | एक सौ से कम | ☐ |
19. आपके घर में घरेलू कार्य के लिए कितने नौकर हैं ?
- | | | | |
|-------------|--------------------------|-------------|--------------------------|
| तीन या अधिक | ☐ | दो | ☐ |
| एक | ☐ | एक भी नहीं। | ☐ |
20. समाज में आपके परिवार की स्थिति क्या है ?
- | | | | |
|--------------|--------------------------|-------------------|--------------------------|
| उच्च वर्गीय | ☐ | उच्च-मध्यम वर्गीय | ☐ |
| मध्यम वर्गीय | ☐ | निम्न वर्गीय | ☐ |

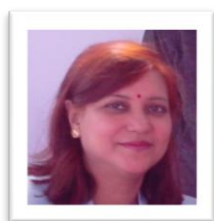
21. सामाजिक कार्यक्रमों में आपके पिता-माता किस हैसियत से बुलाये जाते हैं ?
 अध्यक्ष या मुख्य अतिथि ☐ आमन्त्रित सदस्य ☐
 सामान्य सदस्य ☐ नहीं बुलाये जाते ☐
22. किसी समारोह में आपके माता-पिता को कहाँ बैठने का स्थान सुरक्षित रखा जाता है ?
 प्रथम पंक्ति में ☐ मध्य पंक्तियों में ☐
 पीछे की पंक्तियों में ☐ अनिश्चित ☐
23. आपके माता-पिता किसी सामाजिक संस्था में प्रायः किस मानसेवी पद पर रहते हैं ?
 अध्यक्ष या उपाध्यक्ष ☐ सचिव ☐
 सामान्य सदस्य ☐ किसी भी संस्था के सदस्य नहीं हैं ☐
24. क्या त्यौहारों पर अन्य व्यक्ति आपके माता-पिता के पास अपना आदर प्रगट करने आते हैं ?
 सदैव ☐ कभी-कभी ☐
 बहुत कम ☐ कभी नहीं ☐
25. क्या आपके माता-पिता के पास परिचित व्यक्ति अपनी घरेलू समस्याओं के सम्बन्ध में सलाह लेने आते हैं ?
 सदैव ☐ कभी-कभी ☐
 बहुत कम ☐ कभी नहीं ☐
26. आप अपने परिवार के साथ रिश्तेदारों के यहाँ वर्ष में कितने बार जाते हैं ?
 तीन बार से अधिक ☐ दो से तीन बार ☐
 एक से दो बार ☐ एक बार भी नहीं ☐
27. विशेष अवसरों/त्यौहारों पर आपके परिवार का खर्च किस प्रकार नियोजित है ?
 बचत का प्रावधान है ☐ सरलता से चल जाता है ☐
 कठिनाई से चलता है ☐ कोई बचत नहीं है ☐
28. क्या आपके माता-पिता धार्मिक/सामाजिक संस्थाओं के दान के लिए बचत कर लेते हैं ?
 अत्यन्त सहजता से ☐ सहजता से ☐
 कठिनाई से ☐ नहीं कर पाते ☐
29. आपके परिवार की आर्थिक आवश्यकताओं की पूर्ति किस प्रकार होती है ?
 अत्यन्त सहजता से ☐ सरलता से ☐
 सामान्य रूप से ☐ कठिनाई से ☐
30. आपके परिवार की सामाजिक-आर्थिक स्थिति से क्या आप सन्तुष्ट हैं ?
 पूर्ण रूप से ☐ आंशिक रूप से ☐
 अनिश्चित ☐ असन्तुष्ट हैं ☐

Socio-Economic Status and Personality of Secondary School Teachers



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Abstract

Socioeconomic status (SES) is a combined measure of economic and social measure of a person's work experience and of an individual's or family's economic and social position in the society which is based on income, education, and occupation. When analyzing a family's Socioeconomic status, the household income, household persons education, and occupation are taken into consideration. Here the individual and combined income assessed. Personality is another factor which reflects and affects the various teaching competency areas. It has a close relation to the Socioeconomic status which is divided into three areas like high socio economic status, middle socio economic status and low socio economic status

Keywords: Socio-Economic Status, Personality, Competency

Introduction

Socioeconomic status (SES) is a combined measure of economic and social measure of a person's work experience and of an individual's or family's economic and social position in the society which is based on income, education, and occupation. When analyzing a family's Socioeconomic status, the household income, household persons education, and occupation are taken into consideration. Here the individual and combined income assessed. Personality is another factor which reflects and affects the various teaching competency areas. It has a close relation to the Socioeconomic status which is divided into three areas like high socio economic status, middle socio economic status and low socio economic status. Education in higher socioeconomic families is well structurally available, both within the household as well as the local community. In poverty areas, where food and safety are priority, education seems at the backseat.

Additionally, low income and higher education have shown to be strong predictors of a range of physical and mental health problems, including respiratory viruses, arthritis, coronary disease, and schizophrenia. Mental Health is more than the simple absence of mental issue. The positive measurement of psychological well-being is worried in WHO's meaning of wellbeing as contained in its constitution: "Wellbeing is a condition of finish physical, mental and social prosperity and not only the nonattendance of malady or ailment." Concepts of psychological wellness incorporate subjective prosperity; saw self-adequacy, self-sufficiency, skill, intergenerational reliance and acknowledgment of the capacity to understand one's scholarly and passionate potential. It has additionally been characterized as a condition of prosperity whereby people perceive their capacities, can adapt to the typical worries of life, work beneficially and productively, and make a commitment to their groups. These may be due to environmental conditions in their workplace, or, in the case of mental illnesses. Socio- economic status is usually measured with the combinations of more than one variable such as education, income and occupation. By seeing it through social class perspectives, their major issues such privilege, power and control are emphasized. Hence Social economic status becomes relevant to every facets of behavioral and social science including research, practice, education and advocacy. Therefore, Social economic status and its correlates not only affect the individual but society as a whole. Students in India often face one of the highest rates of poverty. Whereas inequality and in-equity in wealth and resource, distribution has given rise to the quality of life for a marginal section of the society. Hence, the mass of the society develops and shows differing attitudes leading to frustration which directly or indirectly covertly or overtly affects self-concept and academic achievements of the students. This is why Social economic status affects the day today functions of a person in

varied ways and determines the social positions a person. Here the variables of social positions are dynamic and are responsible for social change. It varies with choice, time, region, family culture, paying capacity and other attributes of people. Growing economy of the country, implementation of New Pay Scales in every ten years, change in the policy of pay scales, technological explosion, impact of media both print and electronic as well as education has changed many parameters of social position of a person in last few years. This is why Social economic status becomes important with regard to research.

Review of Literature

The available literatures on Social economic status indicate change in the concept of social position from time to time. Power¹⁴ (1981) focused only on occupation while Studying Social economic status, whereas, U.S. Department of Defense¹⁵ (1986) indentified some traditional components such as education, occupation, income, employment states, possession of materials and presence of reading materials for measuring socio economic position.

Similarly Australian Bureau of Statistics¹⁶ (1994) in addition to education, health, employment identified other variables such as contact with criminal justice system, housing, access to service, water, sewerage to determine social position of a person whereas income, ownership, assets level, holdings etc. Were identified for the determination of economic position of a person. Similarly, Williams and Moss¹⁷ (1997) in their study assessed socio-economic status at three level i.e. (i) individual level. (ii) House hold level and (iii) Community level. Hence Social class, caste and race were also indentified as indicators of socio- economic position (Piko and Fitzpatrick¹⁸, 2001) where income wealth, social standing/prestige and social deprivation were used as common factors, in measurement of social position. Kulshreshta²⁰ (1975) says that any group of persons coming closer to each other on the continuum of occupation, income, education and culture determines socio-economic status. Whereas, Kalia and Sahu (2012) described Socio- Economic Status in terms of as their level of involvement in Socio-Economic activities and by virtue of it their ability to influence masses, level of education, profession, economic position, lifestyle, health, aspiration, use of gadgets, services and leisure facilities that the family enjoys.

Chapin (1928) held that it is "the position an individual or the family occupies with reference to their possessions and participation in group activity of the community determines Socio-Economic Status".

Aim of the Study

Students come from diverse socio-economic classes and possess different values, intelligence, capacity and ideas. Therefore, Ambitions of the students vary according to their socio-economic status, which plays an important role in determining the level of self-concept in an individual. Therefore SES is the first important parameter in determining what a student is, and, what he is going to be in future and also what he feels about himself and others. Thus, a family's socio- economic status often rest upon income, education level, occupation, and social

status in the community. It further includes their contacts within the community, group associations, and the community's perception of the family (Demarest, et al. 1993). This in turn determines the quality of academic achievement a student acquires.

Education in higher socioeconomic families is typically stressed as much more important, both within the household as well as the local community. In poorer areas, where food and safety are priority, education can take a backseat. Youth audiences are particularly at risk for many health and social issues in the United States, such as unwanted pregnancies, drug abuse, and obesity.

For decades, especially in western countries, researchers, both theoretical and empirical ones, have asserted that socio-economic status is one of the best predictors of academic performance (Karl & White, 1982).

Home background has been observed to influence academic and educational success of students and school work, while socio-economic status reinforces the activities and functioning of teachers and students (Program for international student assessment, 2002). Marzano (2002) notes that the family characteristic that is the most powerful predictor of school performance is socioeconomic status (SES). He observes that the higher the socio-economic status of the students family, the higher the academic performance.

Socio-economic status has been found to predict a variety of outcomes, including grades, achievement, intelligence test scores, high school dropouts, plans for college attendance and total amount of formal schooling (Hartars, 1963). Studies have repeatedly found that socio-economic status affect students outcome (Jeynes, 2002; Emmon, 2005; Majoribanks, 1996; Hoch child, 2003; Mcneal, 2002; Seyfried, 1998). Socio-economic status has also been shown to override other educational influences such as parental involvement (Mcneal, 2001).

Socio-economic status (SES) is an economic and sociological combined total measure of a person's work, experience and of an individual or family's economical and social position relative to others. Socioeconomic status is typically broken into three categories high SES, average SES and low SES. To describe the three areas, a family or an individual may fall into one of these categories. Any or all of the three variables (income, education and occupation) can be assessed. A fourth variable wealth may also be examined when determining socio-economic status.

Teacher Personality

"All men differ from each other since neither environment nor disposition can ever in any two men be the same or alike." Education is modification of behavior of the individual in a socially desirable way coming through the contact of its environment for adequate adjustment in the society to personify the personality to influence person on the basis of his/her socio-economical status. Personality is the deeply fixed, consistent, distinctive and characteristic patterns of our thoughts, feelings and behavior that

define a person's own style of interacting with the physical and social environment. It is the tendency to behave in a certain way under different circumstances and across time. It is shown in many ways through behavior, thoughts and feelings. It must be noted, however, that feelings, thoughts and behavior does not make up personalities. It is actual the true nature that lies behind these elements. It signifies the uniqueness of a person and the special characteristics that set a part that person from others. It is like fingerprints. It emphasizes how we are unique and are different from each other. However, some of us may also share certain similarities in personality. Different personalities can be divided into types. But these can hardly be used to describe a certain person's personality exactly.

Our personality can be molded and affected by many factor for example, genes (biological factors) and the environment where a person grows up in can one's personality. As personality is not fixed and permanent. It follows that heredity plays a small part in its development. It's rather the day by day experiences of the individual. The kinds of environment in which he was developed and the opportunities for all kinds of learning that are responsible for his personality development.

Scientific View

Though an individual is a bundle of characteristic, yet actually he is more than a mere bundle as the traits go together to form an integrated pattern, when we view him as a whole, we may define personality as an integrated pattern of traits.

Etymological View

The words personality is derived from the Latin word persona which means a mask through which an actor speaks his lines. It is referred to external appearance or the role he plays.

Philosophical View

According to these views personality is that a man is written himself.

Sociological View

According to E.W. Barges "Personality is the integration of all traits which determines the role and status of the person in society.

Psychological View:-

Jung has classified personality into two types on the basis of social activities:-

Extroverts

These people take much interest in others. They are very much social and are of realistic view. Businessman, player, actor and politicians come under these categories.

Introverts

These people are self –centered and idealist. They take interests in trees, plants and nature. But it is very difficult to draw a line to separate these two types of personality.

Allport's Definition:-

Personality is the dynamic organization with in the individual of those psychophysical systems that determine his unique adjustment to his environment.

Dynamic

Refers the constantly evolving or changing nature of personality.

Organization

Emphasizes the patterning of the independent parts of the personality stricter each of which has a special relation to the whole.

Psychophysical System

This system is composed of habits, attitudes, sentiments motives and belief, all of which are psychological but have a physical basis in the individual's nature.

Determine

Emphasis the motivation role of psychophysical systems with in the individual.

Conceptual issues in Personality development:-

The Indian tradition provides a very rich heritage of concept and ideas in the domain of personality development. These ideas have been presented elaborately in the Vedas and Upanishads which are the richest sources of understanding personality development in ancient Indian thought.

1. The Upanishads regards human life as the meeting ground of the cosmic power. The ultimate reality is Brahman who is all Jnanm and Anandem or consciousness and bliss. Accordingly man can be understood in terms of the relationship between the Atman, the Spiritual self and his psychophysical reality Which is encased in the kashas.
2. In the school of Jainism, man is viewed as moored in the pursuit of spirituality: autonomy and transcendence every human thus has the capacity for development of 'self' through leading a disciplined life consisting of following the vartas or five vows guptis or three types of restraints and Dharma's or the ten pious duties. The emphasis on this system is thus on self-control and following a very disciplined life-style.
3. In the Buddhist school, the temporality of the human being and the temporariness of the physical world are ideas which are highlighted. Man is seen as tangled in behavior resulting from desire and ignorance. This system focuses on sila or non-violence, meditation for selfness or Samadhi and respect for wisdom or Prajna encompassed in the eight fold path as means to self-fulfillment with Nirvana being its final goal.
4. In the Bhagavad-Gita the central emphasis is on presenting a synthesis between man and his destiny. It perceives man as beginning with karma or action.
5. In the Mimamsa school of Indian philosophy, personality is conceptualized as a live relationship between the self (atman) mind (manas), body and the senses (Indri as). The law of Dharma is seriously adhered to and determines the course of personality development. In the Vedantic tradition, personality development is visualized as movement from the empirical to the spiritual and phenomenal to the nominal.
6. In the Nyaya- Vaisheshika school of Indian philosophy the three primary components of personality are atman or soul and body along with the five senses of knowledge or the Jnanendriyas and the five senses of action or self

is the score of personality and serves as the unifying factor of all cognition and action. It knows all and enjoys all.

7. In the western tradition, the conceptualization of personality can be related to the three schools of psychology psychoanalysis, behaviorism and humanism, existentialism, in education this translates to defining personality as-
 - a. The conscious unconscious self
 - b. Mask or persona and
 - c. The phenomenological self

The conscious unconscious self definition of personality suggests that mind is constituted by both conscious and unconscious process. Freud was the first pioneer this assertion, but a large following of McO-freudians especially heralded by Carl Jung carried it further.

In the mask or Persona Perspective the overt, observable behavior shown by a person's what represents his personality. This constitutes the core of behaviorism.

Conclusion

In the field of education, academic psychology has been predominantly behavioristic carrying the belief that it has to be empirical and measurement oriented. However in the last two decades other cognitive and humanistic perspectives have been incorporated as well and to some extent also psychoanalysis of course much more in the domain of consoling and mental health.

A great teacher is sensitive to their students' needs. On a child's first day of kindergarten, when they are crying for their parents and refusing to participate in class, a great teacher sits with them until they calm down. In middle school, when a child enters adolescence, overwhelmed by learning not just

academics, but learning about them a great teacher is patient, understanding and available to talk. And in high school and college, when faced with the task of planning their future, a student looks for a teacher to provide insight and wisdom.

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Political Philosophy— A Journey between 19th Century to 20th Century

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Abstract

Political Philosophy: A Very Short Introduction introduces the concepts of political philosophy – authority, democracy, freedom and its limits, justice, feminism, multiculturalism, and nationality. It asks such questions as: Is it really true that what governments do profoundly affects the quality of our lives? Do states need to be able to coerce their subjects if they are to have political authority? What role should ordinary citizens play in a democracy? It looks at the reasons why we need politics at all, the limitations of politics, and whether there are areas of life that shouldn't be governed by politics.

Keywords: Authority, civil Disobedience, democracy, Thomas Hobbes, human rights, justice, John Locke, need, political Philosophy, social contract, state of nature.

Introduction

Political philosophy, branch of philosophy that is concerned, at the most abstract level, with the concepts and arguments involved in political opinion. The meaning of the term *political* is itself one of the major problems of political philosophy. Broadly, however, one may characterize as political all those practices and institutions that are concerned with government.

The central problem of political philosophy is how to deploy or limit public power so as to maintain the survival and enhance the quality of human life. Like all aspects of human experience, political philosophy is conditioned by environment and by the scope and limitations of mind, and the answers given by successive political philosophers to perennial problems reflect the knowledge and the assumptions of their times. Political philosophy, as distinct from the study of political and administrative organization, is more theoretical and normative than descriptive. It is inevitably related to general philosophy and is itself a subject of cultural anthropology, sociology, and the sociology of knowledge. As a normative discipline it is thus concerned with what ought, on various assumptions, to be and how this purpose can be promoted, rather than with

a description of facts—although any realistic political theory is necessarily related to these facts. The political philosopher is thus not concerned so much, for example, with how pressure groups work or how, by various systems of voting, decisions are arrived at as with what the aims of the whole political process should be in the light of a particular philosophy of life.

There is thus a distinction between political philosophy, which reflects the world outlook of successive theorists and which demands an appreciation of their historical settings, and modern political science proper, which, insofar as it can be called a science, is empirical and descriptive. Political philosophy, however, is not merely unpractical speculation, though it may give rise to highly impractical myths: it is a vitally important aspect of life, and one that, for good or evil, has had decisive results on political action, for the assumptions on which political life is conducted clearly must influence what actually happens. Political philosophy may thus be viewed as one of the most important intellectual disciplines, for it sets standards of judgment and defines constructive purposes for the use of public power. Such consideration of the purposes for which power should be used is in a sense more urgent today than it was in earlier periods, for humankind has at its disposal the power either to create a world civilization in which modern technology can benefit the human race or to destroy itself in pursuit of political myths. The scope for political philosophy is thus great, the clarification of its purpose and limitations urgent—an aspect, indeed, of civilization's survival.

This article describes how these questions have been asked and answered by representative and influential political philosophers in the West, from Greco-Roman antiquity through the Middle Ages, early modern times, and the 19th, 20th, and early 21st centuries. During so long a time span the historical context of these formulations has changed profoundly, and an understanding of the political philosophers selected demands some account of their background. Because of limitations of space, only political philosophers of outstanding importance have been at all fully described, although many minor figures also are briefly discussed.

Western Political Philosophy to the End of the 19th Century

Antiquity

Although in antiquity great civilizations arose in Egypt and Mesopotamia, in the Indus Valley, and in China, there was little speculation about the problems of political philosophy as formulated in the West. The Code of Hammurabi (c. 1750 BCE) consists of rules propounded by the Babylonian ruler Hammurabi as a representative of God on Earth and is mainly concerned with order, trade, and irrigation; the Maxims of Ptahhotep (c. 2300 BCE) contains shrewd advice from the Egyptian vizier on how to prosper in a bureaucracy; and the Artha-sastra of Kautilya, grand vizier to

Chandragupta Maurya in the late 4th century BCE, is a set of Machiavellian precepts on how to survive under an arbitrary power. To be sure, the Buddhist concept of dharma (social custom and duty), which inspired the Indian emperor Ashoka in the 3rd century BCE, implies a moralization of public power, and the teachings of Confucius in the 6th century BCE are a code of conduct designed to stabilize society, but there is not, outside Europe, much speculation about the basis of political obligation and the purpose of the state, with both of which Western political philosophy is mainly concerned. An authoritarian society is taken for granted, backed by religious sanctions, and a conservative and arbitrary power is generally accepted.

In contrast to this overwhelming conservatism, paralleled by the rule of custom and tribal elders in most primitive societies, the political philosophers of Greece question the basis and purpose of government. Though they do not separate political speculation from shrewd observations that today would be regarded as empirical political, they created the vocabulary of Western political thought.

Plato

The first elaborate work of European political philosophy is the *Republic* of Plato, a masterpiece of insight and feeling, superbly expressed in dialogue form and probably meant for recitation. Further development of Plato's ideas is undertaken in his *Statesman* and *Laws*, the latter prescribing the ruthless methods whereby they might be imposed. Plato grew up during the Great War between Athens and Sparta and, like many political philosophers, tried to find remedies for prevalent political injustice and decline. Indeed, the *Republic* is the first of the utopias, though not one of the more attractive and it is the first classic attempt of a European philosopher to moralize political life.

Books V, VII-VIII, and IX of the *Republic* are cast as a lively discussion between Socrates, whose wisdom Plato is recounting, and various leisured Athenians. They *state the major themes of political philosophy with poetic power. Plato's work has been* criticized as static and class-bound, reflecting the moral and aesthetic assumptions of an elite in a slave-owning civilization and bound by the narrow limits of the city-state (polis). The work is indeed a classic example of a philosopher's vivisection of society, imposing by relatively humane means the rule of a high-minded minority.

The *Republic* is a criticism of current Hellenic politics—often an indictment. It is *based upon a metaphysical act of faith, for Plato believes that a world of permanent* Forms exists beyond the limitations of human experience and that morality and the good life, which the state should promote, are reflections of these ideal entities (see Platonism). The point is best made in the famous simile of the cave, in which humans are chained with their faces to the wall and their backs to the light, so that they see only the shadows of reality. So constrained, they shrink from what is truly "real" and permanent and need to be forced to face it. This idealistic doctrine, known misleadingly

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as realism, pervades all Plato's philosophy: its opposite doctrine, nominalism, declares that only particular and observed "named" data are accessible to the mind. On his realist assumption, Plato regards most ordinary life as illusion and the current evils of politics as the result of the human pursuit of brute instinct. It follows that:

unless *philosophers* bear kingly rule in cities or those who are now called kings and princes become genuine and adequate philosophers, and *political power* and philosophy are brought together...there will be no respite from evil for cities.

Only philosopher-statesmen can apprehend permanent and transcendent Forms and turn to "face the brightest blaze of being" outside the cave, and only philosophically minded people of action can be the saviours and helpers of the citizens.

Plato is thus indirectly the pioneer of modern beliefs that only a party organization, inspired by correct and "scientific" doctrines, formulated by the written word and interpreted by authority, can rightly guide the state. His rulers would form an elite, not responsible to the mass of the people. Thus, in spite of his high moral purpose, he has been called an enemy of the open society and the father of totalitarianism. But he is also an anatomist of the evils of unbridled appetite and political corruption and insists on the need to use public power to moral ends.

In the *Statesman* Plato admits that, although there is a correct science of government, like geometry it cannot be realized, and he stresses the need for the rule, since no ruler can be trusted with unbridled power. He then examines which of the current forms of government is the least difficult to live with, for the ruler, after all, is an artist who has to work within the limits of his medium. In the *Laws*, purporting to be a discussion of how best to found a polis in Crete, he presents a detailed program in which a state with some 5,000 citizens is ruled by 37 curators of laws and a council of 360. But the keystone of the arch is a sinister and secret Nocturnal Council to be "the sheet anchor of the state," established in its "central fortress as guardian." Poets and musicians will be discouraged and the young subjected to a rigid, austere, and exacting education. The stark consequence of Plato's political philosophy here becomes apparent. He had, nonetheless, stated, in the dawn of European political thought, the normative principle that the state should aim at promoting the good life and social harmony and that the rule of law, in the absence of the rule of philosopher-kings, is essential to this purpose.

Cicero and the Stoics

Both Plato and Aristotle had thought in terms of the city-state. But Aristotle's pupil Alexander swamped the cities of old Greece and brought them into a vast empire that included Egypt, Persia, and the Levant. Although city-states remained the locus of the civilization of antiquity, they became part of an imperial power that broke up into kingdoms under Alexander's successors. This imperial power was reasserted on an even greater scale by Rome, whose empire at its greatest extent reached from central

Scotland to the Euphrates and from Spain to eastern Anatolia. Civilization itself became identified with empire, and the development of eastern and Western Europe was conditioned by it.

Since the city-state was no longer self-sufficient, universal philosophies developed that gave people something to live by in a wider world. Of these philosophies, Stoicism and Epicureanism were the most influential. The former inspired a rather grim self-sufficiency and sense of duty, as exemplified by the writings of the Roman emperor Marcus Aurelius; the latter, a prudent withdrawal from the world of affairs.

St. Augustine

When Christianity became the predominant creed of the empire under Constantine (converted 312) and the sole official religion under Theodosius (379-395), political philosophy changed profoundly. St. Augustine's *City of God* (413-426/427), written when the empire was under attack by Germanic tribes, sums up and defines a new division between church and state and a conflict between "matter" and "spirit" resulting from original sin and the Fall of Man from the Garden of Eden.

St. Augustine, whose *Confessiones* (397) is a record of a new sort of introspection, combined a Classical and Hebraic dualism. From the Stoics and Virgil he inherited an austere sense of duty, from Plato and the Neoplatonists a contempt for the illusions of appetite, and from the Pauline and patristic interpretation of Christianity a sense of the conflict between Light and Darkness that reflects Zoroastrian and Manichaean doctrines emanating from Iran. In this context worldly interests and government itself are dwarfed by the importance of attaining salvation and of escaping from an astrologically determined fate and from the demons who embody the darkness. Life becomes illuminated for the elect minority by the prospect of eternal salvation or, for those without grace, shrivels under the glare of eternal fires.

St. Augustine regarded salvation as predestinate and the cosmic process as designed to "gather" an elect to fill the places of the fallen angels and so "preserve and perhaps augment the number of the heavenly inhabitants." The role of government and indeed of society itself becomes subordinated to a "secular arm," part of an earthly city, as opposed to the "City of God." The function of government is to keep order in a world intrinsically evil.

The Middle Ages

The decline of ancient civilization in the West was severe. Although technology continued to develop (the horse collar, the stirrup, and the heavy plow came in), intellectual pursuits, including political philosophy, became elementary. In the Byzantine Empire, on the other hand, committees of jurists working for the emperor Justinian (reigned 527-565) produced the *Codex constitutionum*; the *Digesta*, or *Pandectae*; the *Institutiones*, which defined and condensed Roman law; and the *Novellae*

constitutiones post codicem; the four books are collectively known as the *Codex Justinianus*, or *Code of Justinian*. The Byzantine basileus, or autocrat, had moral responsibility for guarding and harmonizing an elaborate state, a "colony" of heaven in which reason and not mere will ought to rule. This autocracy and the orthodox form of Christianity were inherited by the Christianized rulers of the Balkans, of Kievan Russia, and of Muscovy.

In the West, two essential principles of Hellenic and Christian political philosophy were transmitted, if only in elementary definitions, in rudimentary encyclopaedias. St. Isidore of Sevilla, in his 7th-century *Etymologiae* ("Etymologies"), for example, asserts that kings rule only on condition of doing right and that their rule reflects a Ciceronic law of nature "common to all people and mankind everywhere by natural instinct." Further, the Germanic tribes respected the civilization they took over and exploited; when converted, they revered the papacy. In 800 the Frankish ruler Charlemagne established a western European empire that would eventually be called holy and Roman (see Holy Roman Empire). The idea of a Christian empire coterminous with civilization thus survived in Western as well as Eastern Christendom.

John of Salisbury

After Augustine, no full-length speculative work of political philosophy appeared in the West until the *Policraticus* (1159), by John of Salisbury. Based on John's wide Classical reading, it centres on the ideal ruler, who represents a "public power." John admired the Roman emperors Augustus and Trajan, and, in a still predominantly feudal world, his book carried on the Roman tradition of centralized authority, though without its Byzantine autocracy. The prince, he insists, is he who rules in accordance with law, while a tyrant is one who oppresses the people by irresponsible power. This distinction, which derives from the Greeks, Cicero, and St. Augustine, is fundamental to Western concepts of liberty and the trusteeship of power.

John did not know Aristotle's *Politics*, but his learning is nevertheless remarkable, even if his political similes are unsophisticated. His favourite metaphor for the body politic is the human body: the place of the head is filled by the prince, who is subject only to God; the place of the heart is filled by the senate; the eyes, ears, and tongue are the judges, provincial governors, and soldiers; and the officials are the hands. The tax gatherers are the intestines and ought not to retain their accumulations too long, and the farmers and peasants are the feet. John also compares a commonwealth to a hive and even to a centipede. This vision of a centralized government, more appropriate to the memory of the Roman Empire than to a medieval monarchy, is a landmark of the 12th-century revival of speculative thought.

Aquinas

It is a far cry from this practical 12th-century treatise by a man of affairs to the elaborate justification of Christian kingship and natural law created by St. Thomas Aquinas in the 13th century, during the climax of medieval Western civilization. His political philosophy is only part of a metaphysical construction of Aristotelian range—for Aristotle had now been assimilated from Arabic sources and given a new Christian content, with the added universality of the Stoic and Augustinian world outlook. Aquinas's *Summa theologiae* (1265/66–1273) purports to answer all the major questions of existence, including those of political philosophy. Like Aristotle, Aquinas thinks in terms of an ethical purpose. Natural law is discussed in the first part of the second book as part of the discussion of original sin and what would now be termed psychology, while war comes under the second part of the second book as an aspect of virtue and vice. Law is defined as “that which is regulation and measure.” It is designed to promote the “felicity and beatitude” that are the ends of human life. Aquinas agrees with Aristotle that “the city is the perfection of community” and that the purpose of public power should be to promote the common good. The only legitimate power is from the community, which is the sole medium of man's well being. In his *De regimine principum* (1266; *On the Government of Princes*), he compares society to a ship in need of a helmsman and repeats Aristotle's definition of man as a social and political animal. Again following Aristotle, he considers oligarchy unjust and democracy evil. Rulers should aim to make the “life of the multitude good in accordance with the purpose of life which is heavenly happiness.” They should also create peace, conserve life, and preserve the state—a threefold responsibility.

The 16th to the 18th Century

Machiavelli

In the thought of the Italian political philosopher Niccolò Machiavelli may be seen a complete secularization of political philosophy. Machiavelli was an experienced diplomat and administrator, and, since he stated flatly how the power struggle was conducted in Renaissance Italy, he won a shocking reputation. He was not, however, without idealism about the old Roman republic, and he admired the independent spirit of the German and Swiss cities. This idealism made him all the more disgusted with Italian politics, of which he makes a disillusioned and objective analysis. Writing in retirement after political disgrace, Machiavelli states firmly that,

since this is to be asserted in general of men, that they are ungrateful, fickle, false, cowards, covetous, and as long as you succeed they are yours entirely: they will offer you their blood, property, life, and children...when the need is far distant; but when it approaches they turn against you.

And again,

since the desires of men are insatiable, nature prompting them to desire all things and fortune permitting them to enjoy but few, there results a constant discontent in their minds, and a loathing of what they possess.

The prince, he states, must combine the strength of the lion with the cunning of the fox: he must always be vigilant, ruthless, and prompt, striking down or neutralizing his adversaries without warning. And when he does an injury, it must be total. For "men ought to be either well treated or crushed, because they can avenge themselves of lighter injuries, of more serious ones they cannot." Moreover, "irresolute princes who follow a neutral path are generally ruined." He advises that it is best to come down at the right moment on the winning side and that conquered cities ought to be either governed directly by the tyrant himself residing there or destroyed. Furthermore, princes, unlike private men, need not keep faith: since politics reflects the law of the jungle, the state is a law unto itself, and normal moral rules do not apply to it.

Hobbes

The 17th-century English philosopher Thomas Hobbes, who spent his life as a tutor and companion to great noblemen, was a writer of genius with a greater power of phrase than any other English political philosopher. He was not, as he is sometimes misrepresented, a prophet of "bourgeois" individualism, advocating free competition in a capitalist free market. On the contrary, he was writing in a preindustrial, if increasingly commercial, society and did not much admire wealth as such but rather "honours." He was socially conservative and eager to give a new philosophical sanction to a hierarchical, if businesslike, commonwealth in which family authority was most important.

Philosophically, Hobbes was influenced by nominalist scholastic philosophy, which had discarded Thomist metaphysics and had accepted strict limitations on the powers of mind. He therefore based his conclusions on the rudimentary mathematical physics and psychology of his day and aimed at practical objectives—order and stability. He believed that the fundamental physical law of life was motion and that the predominant human impulses were fear and, among those above the poverty level, pride and vanity. Men, Hobbes argued, are strictly conditioned and limited by these laws, and he tried to create a science of politics that would reflect them. "The skill of making, and maintaining Common-wealths," therefore,

consisteth in certain Rules, as doth Arithmetique and Geometry; not (as Tennis play) on Practise onely: which Rules, neither poor men have the leisure, nor men that have had the leisure, have hitherto had the curiosity, or the method to find out.

Hobbes ignores the Classical and Thomist concepts of a transcendent law of nature, itself reflecting divine law, and of a "Great Chain of Being" whereby the universe is held

harmoniously together. Following the practical method of investigation advocated by the French philosopher René Descartes, Hobbes states plainly that power creates law, not law power. For law is law only if it can be enforced, and the price of security is one supreme sovereign public power.

Hobbes, like Machiavelli, starts from an assumption of basic human folly, competitiveness, and depravity and contradicts Aristotle's assumption that man is by nature a "political animal." On the contrary, he is naturally antisocial, and, even when men meet for business and profit, only "a certain market-fellowship" is engendered. All society is only for gain or glory, and the only true equality between men is their power to kill each other. Hobbes sees and desires no other equality. Indeed, he specifically discouraged "men of low degree from a saucy behaviour towards their betters."

Burke

The 18th-century British statesman Edmund Burke, while elaborating Whig constitutional doctrine expressed with such common sense by Locke, wrote with more emotion and took more account of time and tradition. While reiterating that government is responsible to the governed and distinguishing between a political society and a mere mob, he thought that governments were trustees for previous generations and for posterity. He made the predominant political philosophy of the 18th-century establishment appear more attractive and moral, but he wrote no great single work of political philosophy, expressing himself instead in numerous pamphlets and speeches.

In his early *A Vindication of Natural Society* (1756), Burke is critical of the sufferings imposed by government, but his "Thoughts on the Cause of the Present Discontents" defines and defends the principles of the Whig establishment. He invoked a transcendent morality to sanction a constitutional commonwealth, but he detested abstract political theories in whose name society is likely to be vivisected. He set great store by ordered liberty and denounced the arbitrary power of the Jacobins who had captured the French Revolution. In his *Reflections on the Revolution in France* (1790) and *An Appeal from the New to the Old Whigs* (1791), he discerned in the doctrine of sovereignty of the people, in whose name the revolutionaries were destroying the old order, another and worse form of arbitrary power.

Montesquieu

This sort of vision was developed and elegantly popularized by the cosmopolitan French savant Montesquieu, whose work *De l'esprit des loix* (1748; *The Spirit of Laws*) won immense influence. It was an ambitious treatise on human institutions and a pioneer work of anthropology and sociology. Believing in an ordered universe—for "how could blind fate have produced intelligent beings?"—Montesquieu examined the varieties of natural law, varying customs, laws, and civilizations in different

environments. He made the pedestrian good sense of Locke seem provincial, though he admired him and the British constitution. Unfortunately, he overemphasized the separation of executive, judicial, and legislative powers, considerable in Locke's day but by his own time tending to be concentrated in the sovereignty of Parliament. This doctrine much influenced the founders of the United States and the early French Revolutionaries.

Rousseau

The revolutionary romanticism of the Swiss French philosopher Jean-Jacques Rousseau may be interpreted in part as a reaction to the analytic rationalism of the Enlightenment. He was trying to escape the aridity of a purely empirical and utilitarian outlook and attempting to create a substitute for revealed religion. There had been radical political slogans coined in medieval peasant revolts and in the 17th century, as in the debates following the revolt of radical officers in the Cromwellian army (1647), but the inspiration of these movements had been religion. Now Rousseau proclaimed a secular egalitarianism and a romantic cult of the common man. His famous declaration "Man is born free, and everywhere he is in chains" called into question the traditional social hierarchy: hitherto, political philosophers had thought in terms of elites, but now the mass of the people had found a champion and were becoming politically conscious.

Rousseau was a romantic, given to weeping under the willows on Lake Geneva, and his political works are hypnotically readable, flaming protests by one who found the hard rationality of the 18th century too exacting. But man is not, as Rousseau claims, born free. Man is born into society, which imposes restraints on him. Casting about to reconcile his artificial antithesis between man's purported natural state of freedom and his condition in society, Rousseau utilizes the old theories of contract and transforms them into the concept of the "general will." This general will, a moral will that aims at the common good and in which all participate directly, reconciles the individual and the community by representing the will of the community as deriving from the will of moral individuals, so to obey the laws of such a community is in a sense to follow one's own will, assuming that one is a moral individual.

The 19th Century

Utilitarianism

A major force in the political and social thought of the 19th century was utilitarianism, the doctrine that the actions of governments should be judged simply by the extent to which they promoted the "greatest happiness of the greatest number." The founder of the utilitarian school was Jeremy Bentham, an eccentric Englishman trained in the law. Bentham judged all laws and institutions by their utility thus defined. "The Fabric of Felicity," he wrote, "must be reared by the hands of reason and Law."

Bentham's *Fragment, on Government* (1776) and *Introduction to the Principles of Morals and Legislation* (1789) elaborated a utilitarian political philosophy. Bentham was an atheist and an exponent of the new laissez-faire economics of Adam Smith and David Ricardo, but he inspired the spate of legislation that, after the Reform Bill of 1832, had tackled the worst consequences of 18th-century inefficiency and of the Industrial Revolution. His influence, moreover, spread widely abroad. At first a simple reformer of law, Bentham attacked notions of contract and natural law as superfluous. "The indestructible prerogatives of mankind," he wrote, "have no need to be supported upon the sandy foundation of a fiction." The justification of government is pragmatic, its aim improvement and the release of the free choice of individuals and the play of market forces that will create prosperity. Bentham thought men far more reasonable and calculating than they are and brushed aside all the Christian and humanist ideas rationalizing instinctive loyalty and awe. He thought society could advance by calculation of pleasure and pain, and his *Introduction* even tries to work out "the value of a lot of pleasure and pain, how now to be measured." He compared the relative gratifications of health, wealth, power, friendship, and benevolence, as well as those of "irascible appetite" and "antipathy." He also thought of punishment purely as a deterrent, not as retribution, and graded offenses on the harm they did to happiness, not on how much they offended God or tradition.

T.H. Green

This kind of humanism was given a more elaborate philosophical content by the English philosopher T.H. Green, whose *Lectures on the Principles of Political Obligation* (1885) greatly influenced members of the Liberal Party in the British governments of the period 1906–15. Green, like John Stuart Mill and Tocqueville, wished to extend the minority culture to the people and even to use state power to "hinder hindrances to the good life." He had absorbed from Aristotle, Spinoza, Rousseau, and the German idealist philosopher G.W.F. Hegel an organic theory of the state. The latter, by promoting the free play of spontaneous institutions, ought to help individuals to "secure the common good of society [and] enable them to make the best of themselves."

Liberal Nationalism

Whereas Green avoided the extension of liberal and constitutional principles into international affairs, the Italian patriot and revolutionary prophet Giuseppe Mazzini made it his vision and became the most influential prophet of liberal nationalism. He envisaged a harmony of free peoples—a "sisterhood of nations"—in which the rule of military empires would be thrown off, the destruction of clerical and feudal privileges accomplished, and the emancipated peoples regenerated by means of education and universal suffrage. This vision inspired the more idealistic aspects of the Italian Risorgimento (national revival or resurrection) and of nationalistic revolts in Europe and beyond. Although, in fact, fervid nationalism often proved

destructive, Mazzini advocated a united Europe of free peoples, in which national singularities would be transcended in a pan-European harmony. This sort of liberal democratic idealism was catching, and even if it frequently inspired Machiavellian policies, it also inspired Pres. Woodrow Wilson of the United States – who, had he not been thwarted by domestic opposition, might well have made the Mazzini-inspired League of Nations a success. Moreover, the modern European Union owes much to the apparently impractical liberal idealism of Mazzini.

American Constitutionalism

The founders of the United States were deeply influenced by republicanism, by Locke, and by the optimism of the European Enlightenment. George Washington, John Adams, and Thomas Jefferson all concurred that laws, rather than men, should be the final sanction and that government should be responsible to the governed. But the influence of Locke and the Enlightenment was not entirely happy. Adams, who followed Washington as president, prescribed a constitution with a balance of executive and legislative power checked by an independent judiciary. The federal constitution, moreover, could be amended only by a unanimous vote of the states. Eager to safeguard state liberties and the rights of property, the founding fathers gave the federal government insufficient revenues and coercive powers, as a result of which the constitution was stigmatized as being “no more than a Treaty of Alliance.” Yet the federal union was preserved. The civil power controlled the military, and there was religious toleration and freedom of the press and of economic enterprise. Most significantly, the concept of natural rights had found expression in the Declaration of Independence (1776) and was to influence markedly political and legal developments in the ensuing decades, as well as inspire the French Declaration of the Rights of Man and of the Citizen (1789).

Saint-Simon and Comte

Another revolt against the prevalent establishment, national and international, was made by the French social philosopher Henri de Saint-Simon, who wanted to develop the Industrial Revolution so as to ameliorate the condition of the poorest classes. This would be achieved not through political revolution but through a government of bankers and administrators who would supersede kings, aristocrats, and politicians. If France were suddenly deprived of 3,000 leading scientists, engineers, bankers, painters, poets, and writers, he argued, the result would be catastrophic, but if all the courtiers and bishops and 10,000 landowners vanished, the loss, though deplorable, would be much less severe. Saint-Simon also demanded a united Europe, superseding the warring nation-states, with a European parliament and a joint development of industry and communication. He also invented a synthetic religion appropriate to a scientific phase of history, with a cult of Isaac Newton and the great men of science.

Saint-Simon's disciple Auguste Comte went farther. His *Cours de philosophie positive* (1830–42; *Course of Positive Philosophy*) and *Système de politique positive*, 4 vol. (1851–54; *System of Positive Polity*), elaborated a "religion of humanity," with ritual, calendar, a priesthood of scientists, and secular saints, including Julius Caesar, Dante, and Joan of Arc. Society would be ruled by bankers and technocrats and Europe united into a Western republic. This doctrine, backed by pioneering sociology, won much influence among intellectuals. Comte, like Saint-Simon, tackled the essential questions: how to deploy the power of modern technology for the benefit of all humankind; how to avoid wars between sovereign states; and how to fill the void left by the waning of Christian beliefs.

Western Political Philosophy from the Start of the 20th Century

Nineteenth-century European civilization had been the first to dominate and pervade the whole world and to create a new self-sustaining productivity in which all eventually might share. But, as Saint-Simon had pointed out, this civilization had a fatal flaw. The rule of law, accepted within the politically advanced states, had never been achieved among them. Heavily armed nations and empires remained in a Hobbesian "posture of war," and Classical and medieval ideals of world order had long been discarded. Within states, also, laissez-faire capitalism had exacerbated class conflicts, while the decline of religious belief had undermined traditional solidarity. And in 1914, when a general European war broke out, the peoples, contrary to the hopes of cosmopolitan revolutionaries, rallied behind their national governments. When the victorious powers failed to promote world order through the League of Nations, a second global conflict, even more horrific than the first, ensued, during which were developed weapons so destructive as to threaten life everywhere.

In the aftermath of these catastrophes and the worldwide revulsion they occasioned, not least against the European colonial powers, various mainstreams of 20th-century political philosophy may be discerned. First, Marxism continued to inspire revolutionary doctrines as well as more-sober political and cultural analyses, some relying on insights borrowed from psychoanalytic theory. Second, liberalism continued to be developed and refined, partly in response to libertarian and communitarian critiques. Third, a line of thought pursued by Michel Foucault and later postmodern philosophers questioned the possibility of objectively valid political values and genuinely neutral political institutions. And fourth, some feminist philosophers argued that the historical domination of men over women in the political and economic spheres reflects the inherently oppressive nature of heterosexual relationships.

Marxist doctrines

Although many of Marx's original insights into socioeconomic processes and their effects on conventional political ideology and culture are now widely accepted, his specific historical prophecies were not fulfilled. The major proletarian revolutions, for example, came not in economically advanced countries but in economically underdeveloped ones (Russia and China), and the supposedly proletarian dictatorships they produced, far from withering away or being diminished by inexorable economic trends, became even more powerful and oppressive than the governments they replaced. Soviet and eastern European communism eventually collapsed in failure in 1989–91, to be replaced in Russia by a quasi-democratic capitalist oligarchy.

Lenin

The first and by far the most significant interpretation of Marx's doctrine was realized in the Soviet Union by Vladimir Ilich Lenin and developed by Joseph Stalin and was entirely authoritarian. According to Marx and Engels, the revolution could occur in Russia only after the bourgeois phase of production had "contradicted" the tsarist order, but Lenin was determined to take advantage of the opportunities provided by the upheaval of World War I to settle accounts directly with the "accursed heritage of serfdom." In the Russian Revolution of 1917, he engineered a coup that secured the support of the peasantry and the industrial workers. He also adopted the revolutionary theorist Leon Trotsky's idea of a "permanent revolution" from above by a small revolutionary elite (*see* Trotskyism).

In 1921 he further adapted theory to the times. His New Economic Policy sanctioned the development of a class of prosperous kulak peasantry to keep the economy viable. For Lenin always thought in terms of world revolution, and, in spite of the failure of the Marxists in central Europe and the defeat of the Red armies in Poland, he died in the expectation of a global sequel. Thus, in *Imperialism, the Highest Stage of Capitalism* (1917), he had extended the class war into an inevitable conflict between European imperialism and the colonial peoples involved. He had been influenced by the English historian J.A. Hobson's *Imperialism, a Study* (1902), which alleged that decadent capitalism was bound to turn from glutted markets at home to exploit the toil of "reluctant and unassimilated peoples."

Lukács and Gramsci

Many Marxist revisionists tended toward anarchism, stressing the Hegelian and utopian elements of his theory. The Hungarian philosopher György Lukács, for example, and the German-born American philosopher Herbert Marcuse, who fled Nazi Germany in 1934, won some following in the mid-20th century among those in revolt against both authoritarian "peoples' democracies" and the diffused capitalism and meritocracy of the managerial welfare state. Lukács's *Geschichte und Klassenbewusstsein*

(1923; *History and Class Consciousness*), a neo-Hegelian work, claims that only the intuition of the proletariat can properly apprehend the totality of history. But world revolution is contingent, not inevitable, and Marxism is an instrument, not a prediction. Lukács renounced this heresy after residence in the Soviet Union under Stalin, but he maintained influence through literary and dramatic criticism. After Khrushchev's denunciation of Stalin in 1956, Lukács advocated peaceful coexistence and intellectual rather than political subversion. In *Wider den missverstandenen Realismus* (1963; *The Meaning of Contemporary Realism*), he again relates Marx to Hegel and even to Aristotle, against the Stalinist claim that Marx made a radically new departure. Lukács's neo-Marxist literary criticism can be tendentious, but his neo-Hegelian insights, strikingly expressed, have appealed to those eager to salvage the more humane aspects of Marxism and to promote revolution, even against a modified capitalism and social democracy, by intellectual rather than political means.

The Development of Liberal Theory

Logical-Positivist Interlude

Political and ethical philosophy in English-speaking countries in the first half of the 20th century was inhibited to some extent by the advent in the early 1930s of logical positivism, which conceived of knowledge claims on the model of the hypotheses of natural science. According to the simplest version of logical positivism, genuine knowledge claims can be divided into two groups: (1) those that can be verified or falsified on the basis of observation, or sense experience (empirical claims); and (2) those that are true or false simply by virtue of the conventional meanings assigned to the words they contain (tautologies or contradictions), along with their logical implications. All other claims, including the evaluative assertions made by traditional political and ethical philosophers, are literally meaningless, hence not worth discussing. A complementary view held by some logical positivists was that an evaluative assertion, properly understood, is not a statement of fact but either an expression of the speaker's attitude (e.g., of approval or disapproval) or an imperative—a speech act aimed at influencing the behaviour of others. This view of the language of ethical and political philosophy tended to limit serious study in those fields until the 1960s, when logical positivism came to be regarded as simplistic in its conceptions of linguistic meaning and scientific practice.

Rawls

The publication of *A Theory of Justice* (1971), by the American philosopher John Rawls, spurred a revival of interest in the philosophical foundations of political liberalism. The viability of liberalism was thereafter a major theme of political philosophy in English-speaking countries.

According to the American philosopher Thomas Nagel, liberalism is the conjunction of two ideals: (1) individuals should have liberty of thought and speech and wide freedom to live their lives as they choose (so long as they do not harm others in certain ways), and (2) individuals in any society should be able to determine through majority rule the laws by which they are governed and should not be so unequal in status or wealth that they have unequal opportunities to participate in democratic decision making. Various traditional and modern versions of liberalism differ from each other in their interpretation of these ideals and in the relative importance they assign to them.

In *A Theory of Justice*, Rawls observed that a necessary condition of justice in any society is that each individual should be the equal bearer of certain rights that cannot be disregarded under any circumstances, even if doing so would advance the general welfare or satisfy the demands of a majority. This condition cannot be met by utilitarianism, because that ethical theory would countenance forms of government in which the greater happiness of a majority is achieved by neglecting the rights and interests of a minority. Hence, utilitarianism is unsatisfactory as a theory of justice, and another theory must be sought.

According to Rawls, a just society is one whose major political, social, and economic institutions, taken together, satisfy the following two principles:

1. *Each person has an equal claim to a scheme of basic rights and liberties that is the maximum consistent with the same scheme for all.*
2. *Social and economic inequalities are permissible only if: (a) they confer the greatest benefit to the least-advantaged members of society, and (b) they are attached to positions and offices open to all under conditions of fair equality of opportunity.*

The basic rights and liberties in principle 1 include the rights and liberties of democratic citizenship, such as the right to vote; the right to run for office in free elections; freedom of speech, assembly, and religion; the right to a fair trial; and, more generally, the right to the rule of law. Principle 1 is accorded strict priority over principle 2, which regulates social and economic inequalities.

Principle 2 combines two ideals. The first, known as the "difference principle," requires that any unequal distribution of social or economic goods (e.g., wealth) must be such that the least-advantaged members of society would be better off under that distribution than they would be under any other distribution consistent with principle 1, including an equal distribution. (A slightly unequal distribution might benefit the least advantaged by encouraging greater overall productivity.) The second ideal is meritocracy, understood in a very demanding way. According to Rawls, fair equality of opportunity obtains in a society when all persons with the same native talent (genetic inheritance) and the same degree of ambition have the same prospects for success in all competitions for positions that confer special economic and social advantages.

Why suppose with Rawls that justice requires an approximately egalitarian redistribution of social and economic goods? After all, a person who prospers in a market economy might plausibly say, "I earned my wealth. Therefore, I am entitled to keep it." But how one fares in a market economy depends on luck as well as effort. There is the luck of being in the right place at the right time and of benefiting from unpredictable shifts in supply and demand, but there is also the luck of being born with greater or lesser intelligence and other desirable traits, along with the luck of growing up in a nurturing environment. No one can take credit for this kind of luck, but it decisively influences how one fares in the many competitions by which social and economic goods are distributed. Indeed, sheer brute luck is so thoroughly intermixed with the contributions one makes to one's own success (or failure) that it is ultimately impossible to distinguish what a person is responsible for from what he is not. Given this fact, Rawls urges, the only plausible justification of inequality is that it serves to render everyone better off, especially those who have the least.

Rawls tries to accommodate his theory of justice to what he takes to be the important fact that reasonable people disagree deeply about the nature of morality and the good life and will continue to do so in any nontyrannical society that respects freedom of speech. He aims to render his theory noncommittal on these controversial matters and to posit a set of principles of justice that all reasonable persons can accept as valid, despite their disagreements.

Libertarian and Communitarian Critiques

Despite its wide appeal, Rawls's liberal egalitarianism soon faced challengers. An early conservative rival was libertarianism. According to this view, because each person is literally the sole rightful owner of himself, no one has property rights in anyone else (no person can own another person), and no one owes anything to anyone else. By "appropriating" unowned things, an individual may acquire over them full private ownership rights, which he may give away or exchange. One has the right to do whatever one chooses with whatever one legitimately owns, as long as one does not harm others in specified ways—i.e., by coercion, force, violence, fraud, theft, extortion, or physical damage to another's property. According to libertarians, Rawlsian liberal egalitarianism is unjust because it would allow (indeed, require) the state to redistribute social and economic goods without their owners' consent, in violation of their private ownership rights.

The most spirited and sophisticated presentation of the libertarian critique was *Anarchy, State, and Utopia* (1974), by the American philosopher Robert Nozick (1938–2002). Nozick also argued that a "minimal state," one that limited its activities to the enforcement of people's basic libertarian rights, could have arisen in a hypothetical "state of nature" through a process in which no one's basic libertarian rights are violated. He regarded this demonstration as a refutation of anarchism, the doctrine that the state is inherently unjustified.

Rawls's theory of justice was challenged from other theoretical perspectives as well. Adherents of communitarianism, such as Michael Sandel and Michael Walzer, urged that the shared understanding of a community concerning how it is appropriate to live should outweigh the abstract and putatively impartial requirements of universal justice. Even liberal egalitarians criticized some aspects of Rawls's theory. Ronald Dworkin, for example, argued that understanding egalitarian justice requires striking the correct balance between an individual's responsibility for his own life and society's collective responsibility to provide genuine equal opportunity for all citizens.

Feminism and sexual equality

Hatred and hostility based on racial, ethnic, tribal, and other group divisions gave rise to some of the worst catastrophes of 20th-century history. Political philosophers responded to these developments in diverse ways. Perhaps the most innovative philosophical response to social and political oppression was developed by contemporary feminists seeking to address the domination of women by men.

One interesting account of sexual equality and the obstacles to attaining it emerged in the work of the American feminist legal theorist Catharine A. MacKinnon. She asserted that the struggle to overcome male domination is faced with a deeply entrenched adversary: sexual desire between heterosexual women and men. The subjugation of women in society strongly influences conventional standards of femininity and masculinity, which in turn determine what heterosexual individuals find attractive in the opposite sex. Thus, according to MacKinnon, heterosexual women tend to find dominant men sexually attractive, while heterosexual men tend to find submissive women sexually attractive. The latter is the stronger and more important dynamic, since men as a group are politically, economically, and socially more powerful than women. The upshot is that the ordinary and widespread sexual attraction between heterosexual women and men is corrupted by a kind of sadism. The struggle for equal rights and equal power for women is opposed not only by laws, institutions, and practices but also by sexual desire itself. Given this analysis, the legal and cultural tolerance of pornography, which makes the subordination of women sexually appealing to men, is immoral. Pornography serves only to perpetuate a regime of sex-based domination that any decent society should reject.

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Impact of Socio-Economic Status and Personality on Teaching Competency of Secondary School Teachers

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Abstract

There currently is an abundant knowledge-base to inform us that in schools teachers play the critical role in student learning and achievement. Research reveals that how teachers instruct and these interactions with students is the cornerstone around which to build effective schools. A summary of the available studies accumulated over the past 40 years on a key education driver, teacher competencies offers practical strategies, practices, and rules to guide teachers in ways to improve instruction that improves student performance and the quality of the work experience. Four groupings of these competencies can help organize and simplify for teachers what they need to master to maximize their performance: classroom management, instructional delivery, formative assessment, and personal competencies. These four categories also provide the essential core around which decision makers can construct teacher preparation, teacher hiring, teacher development, and teacher and school evaluations.

Introduction

Competencies are the skills and knowledge that enable a teacher to be successful. To maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day (Jackson, 1990). Few jobs demand the integration of professional judgment and the proficient use of evidence-based competencies as does teaching.

Why is this important?

The transformational power of an effective teacher is something many of us have experienced. Intuitively, the link between teaching and student academic achievement may seem obvious, but what is the evidence for it?

Research confirms this common perception of a link and reveals that of all factors under the control of a school, teachers are the most powerful influence on student success (Babu & Mendro, 2003; Sanders & Rivers, 1996). What separates effective teachers from ineffective ones, and how can this information be used to support better teaching? We can now begin to build a profile of exemplary classroom instruction derived from effectiveness research (Wenglinsky, 2002; Hattie, 2009).

Which competencies make the biggest difference?

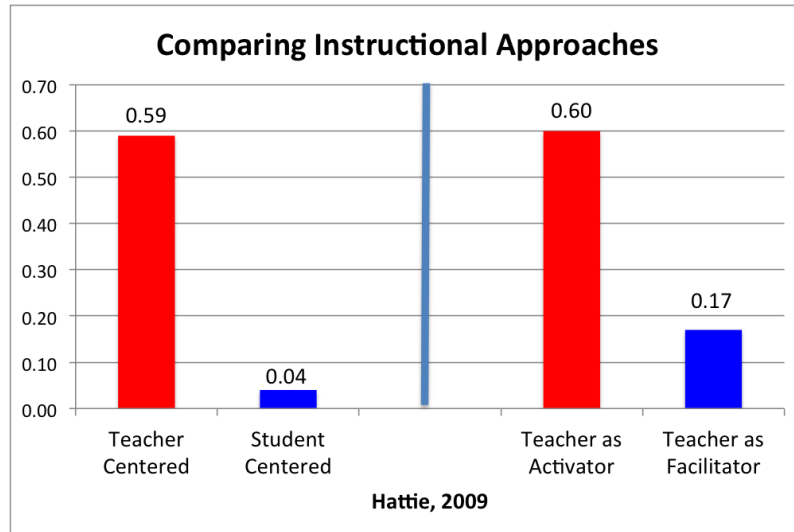
An examination of the research on education practices that make a difference shows that four classes of competencies yield the greatest results.

- Instructional delivery
- Classroom management
- Formative assessment
- Personal competencies (soft skills)

Further, the research indicates that these competencies can be used to organize the numerous specific skills and knowledge available for building effective teacher development.

Instructional delivery: Research tells us what can be expected from a teacher employing instructional strategies and practices that are proven to lead to increased mastery of lessons. Better learning happens in a dynamic setting in which teachers offer explicit active instruction than in situations in which teachers do not actively guide instruction and instead turn control over content and pace of instruction to students (Hattie, 2009).

Is there a diverse set of practices that teachers can efficiently and effectively use to increase mastery of content for a variety of curricula? The structured and systematic approach of explicit instruction emphasizes mastery of the lesson to ensure that students understand what has been taught, become fluent in new material, and can generalize what they learn to novel situations they encounter in the future.



The following are hallmarks of an explicit approach for teachers (Archer & Hughes, 2011; Knight, 2012).

1. Teacher selects the learning area to be taught.
2. Teacher sets criteria for success.
3. Teacher informs students of criteria ahead of the lesson.
4. Teacher demonstrates to the students successful use of the knowledge/skills through modeling.
5. Teacher evaluates student acquisition.
6. Teacher provides remedial opportunities for acquiring the knowledge/skills, if necessary.
7. Teacher provides closure at the end of the lesson.

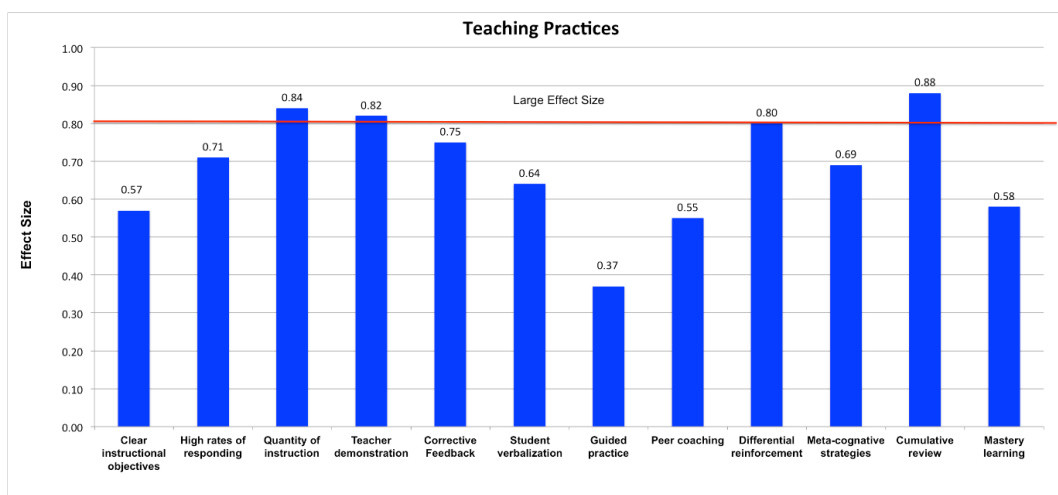
A common complaint of an explicit instruction approach is that it does not offer sufficient opportunities for students to build on acquired knowledge/skills in creative and novel ways that help them to assimilate the material. The reality is that all effective instruction, regardless of philosophy, must aid students in generalizing newly taught knowledge/skills in a context that is greater than a single lesson. An explicit model accomplishes the goal of building toward “big ideas” by first emphasizing mastery of foundation skills such as reading and mathematics, and then systematically introducing opportunities to integrate these critical skills in discovery-based lessons to maximize students’ experience of success.

Effective explicit instruction practices include these features.

1. Well-designed and planned instruction: Instruction that is well planned moves students from their current level of competency toward explicit criteria for success.
2. Instructional design with clear instructional objectives: The teacher should present these objectives to students for each lesson.
3. Scope and sequencing: The teacher should teach the range of related skills and the order in which they should be learned.

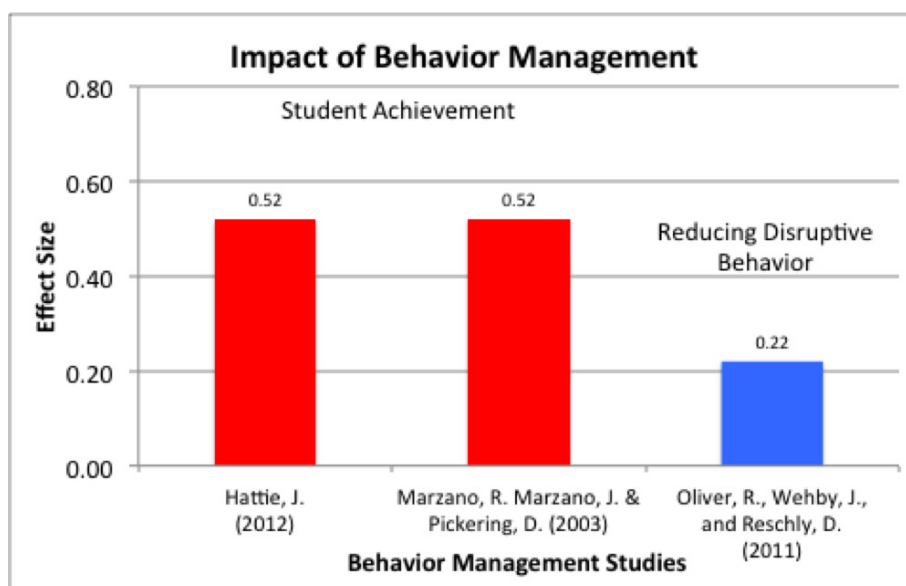
Instruction that offers sufficient opportunities for successful acquisition:

- High rates of responding for each student to practice the skill: The teacher should provide sufficient opportunities for unpunished errors and ample reinforcement for success.
- Sufficient quantity of instruction: The teacher should allocate enough time to teach a topic.
- Teaching to mastery: Students need to learn the knowledge/skills to criteria that are verified by teachers or students' peers.
- Teaching foundation knowledge/skills that become the basis for teaching big ideas: Current lessons should be built on past knowledge to increase fluency and maintain mastery of material. The teacher should relate lessons to complex issues and big ideas that provide deeper meaning and give students better understanding of the content.



Management of Classroom

Classroom management is one of the most persistent areas of concern voiced by school administrators, the public, and teachers (Evertson & Weinstein, 2013). Research consistently places classroom management among the top five issues that affect student achievement.



To put its in perspective, classroom management was associated with an increase of 20% in student achievement when classroom rules and procedures were applied systematically (Hattie, 2005).

A good body of research highlights four important areas that classroom teachers should be proficient in to create a climate that maximizes learning and induces a positive mood and tone.

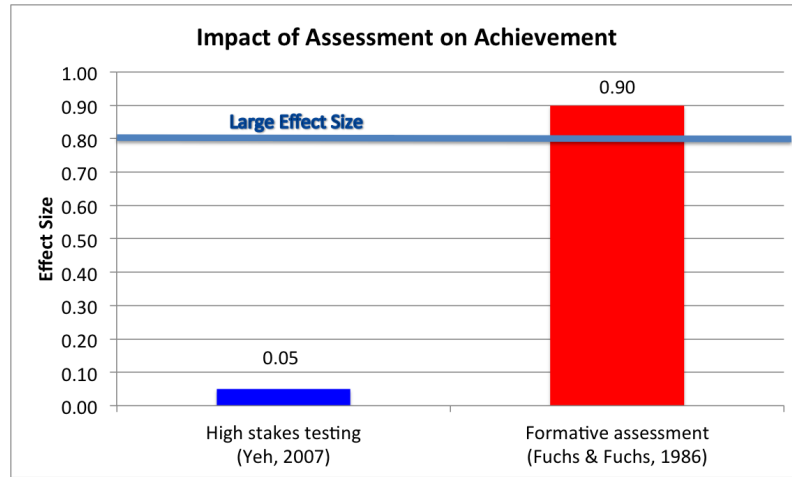
Rules and procedures: Effective rules and procedures identify expectations and appropriate behavior for students. To be effective, these practices must be observable and measurable.

Schoolwide rules and procedures: Clearly stated rules identify, define, and operationalize acceptable behavior specific to a school. These rules, applicable to all students, are designed to build pro-social behavior and reduce problem behavior in a school. They distinguish appropriate from problem behavior as well as specify consequences for infractions.

- Classroom rules and procedures: Another set of clearly stated rules establishes acceptable behavior specific in a classroom. These rules need to be consistent with schoolwide rules, but may be unique to meet the needs of an individual classroom.
- Proactive classroom management: These are the practices that teachers and administrators can employ to teach and build acceptable behavior that is positive and helpful, promotes social acceptance, and leads to greater success in school. The key to proactive classroom management is active teacher supervision. The practice elements that constitute active supervision require staff to observe and interact with students regularly. The goal is to build a positive teacher-student relationship by providing timely and frequent positive feedback for appropriate behavior, and to swiftly and consistently respond to inappropriate behaviors.
- Effective classroom instruction: The key to maintaining a desirable classroom climate is to provide students with quality instructional delivery aligned to the skill level of each student. This enables students to experience success and keeps them attentive.
- Behavior reduction: These practices, designed to reduce problem and unacceptable behavior, are employed in the event the first three strategies fail. Behavior reduction strategies include giving students corrective feedback at the time of an infraction, minimizing reinforcement of a student's unacceptable behavior, and guiding students in how to behave appropriately.
- Formative assessment: Effective ongoing assessment, referred to in education literature as formative assessment and progress monitoring, is indispensable in promoting teacher and student success. It is frequently listed at the top of interventions for school improvement (Walberg, 1999).

Feedback, a core component of formative assessment, is recognized as an essential tool for improving performance in sports, business, and education. Hattie (2009) identified feedback as the single most powerful educational tool available for improving student performance, with a medium to large effect size ranging from 0.66 to 0.94.

Formative assessment consists of a range of formal and informal diagnostic testing procedures, conducted by teachers throughout the learning process, for modifying teaching and adapting activities to improve student attainment. Systemic interventions such as Response to Intervention (RtI) and Data-Based Decision Making depend heavily on the use of formative assessment (Hattie, 2009; Marzano, Pickering, & Pollock, 2001).



The following are the practice elements of formative assessment (Fuchs & Fuchs, 1986).

- **Assessment:** (Effect size 0.26) Assessing a student's performance throughout a lesson offers a teacher insight into who is succeeding and who is falling behind. It is important that teachers collect and maintain data gained through both informal and formal assessments.
- **Data display:** (Effect size 0.70) Displaying the data in the form of a graphic has a surprisingly powerful effect on formative assessment's usefulness as a tool.
- **Data analysis following defined rules:** (Effect size 0.90) Formative assessment is most valuable when teachers use evidence-based research and their own professional judgment to develop specific remedial interventions, before it is too late, for those falling behind.
- **Personable competencies (soft skills):** An inspiring teacher can affect students profoundly by stimulating their interest in learning. It is equally true that most students have encountered teachers who were uninspiring and for whom they performed poorly. Unfortunately, effective and ineffective teachers have no readily discernable personality differences. Some of the very best teachers are affable, but many ineffective instructors can be personable and caring. Conversely, some of the best teachers appear as stern taskmasters, but whose influence is enormous in motivating students to accomplish things they never thought possible.

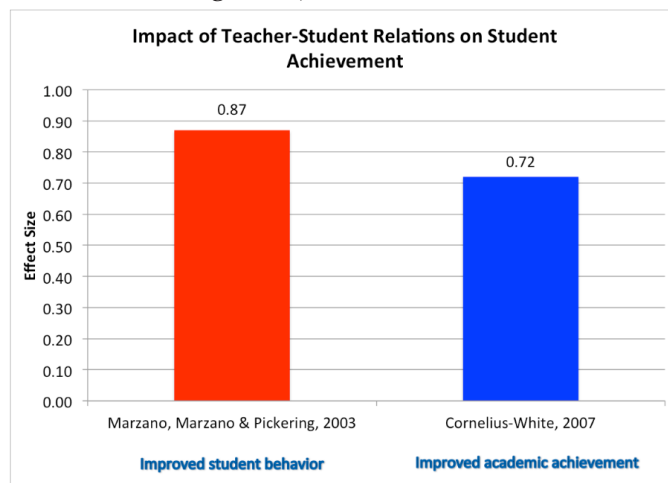
What soft skills do successful teachers have in common? Typically, the finest teachers display enthusiasm and excitement for the subjects they teach. More than just generating

excitement, they provide a road map for students to reach the goals set before them. The best teachers are proficient in the technical competencies of teaching: instructional delivery, formative assessment, and classroom management. Equally significant, they are fluent in a multilayered set of social skills that students recognize and respond to, which leads to greater learning (Attakorn, Tayut, Pisitthawat, & Kanokorn, 2014). These skills must be defined as clear behaviors that teachers can master for use in classrooms.

Indispensable soft skills include:

- Establishing high but achievable expectations
- Encouraging a love for learning
- Listening to others
- Being flexible and capable of adjusting to novel situations
- Showing empathy
- Being culturally sensitive
- Embedding and encouraging higher order thinking along with teaching foundation skills
- Having a positive regard for students

What does research tell us about personal competencies? Quantitative studies provide an overall range of effect sizes from 0.72 to 0.87 for effective teacher-student relations. Better teacher-student relations promote increased student academic performance and improve classroom climate by reducing disruptive student behavior (Cornelius-White, 2007; Marzano, Marzano & Pickering, 2003).



Conclusion

There is abundant research to support the notion that teachers play the critical role in improving student achievement in schools. What teachers do in the classroom is crucial in this process. The breadth of high-quality research accumulated over the past 40 years offers educators a clear picture of how to maximize teacher competency in four critical categories: instructional delivery, classroom management, formative assessment, and personal competencies. There is now ample evidence to recommend these competencies as the core around which to build teacher preparation, teacher hiring, teacher development, and teacher and school evaluations.

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