

## **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

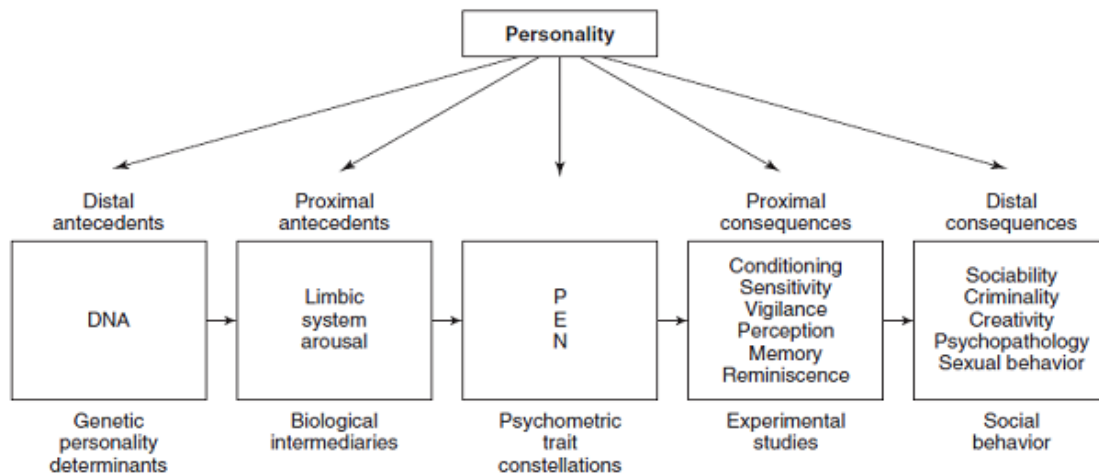
2. “To study the impact of socio-economic status on the academic achievement of the Learners”.

**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](http://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”.

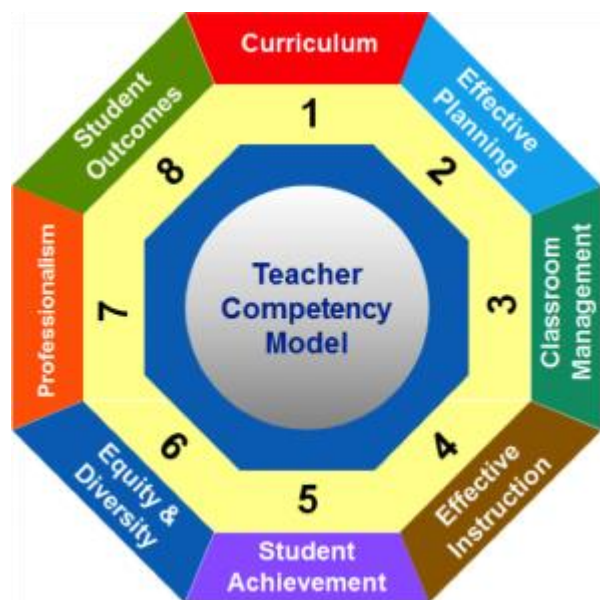
There is an impact of socio-economic status and Personality traits on the teaching Competency of the teachers. When socio-economic status is sound and personality of a teacher is dynamic than certainly teacher teaches free of mind and use all the expertise of teaching in the classroom. “Teacher may introduce 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.