

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
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 cull 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 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 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' 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.

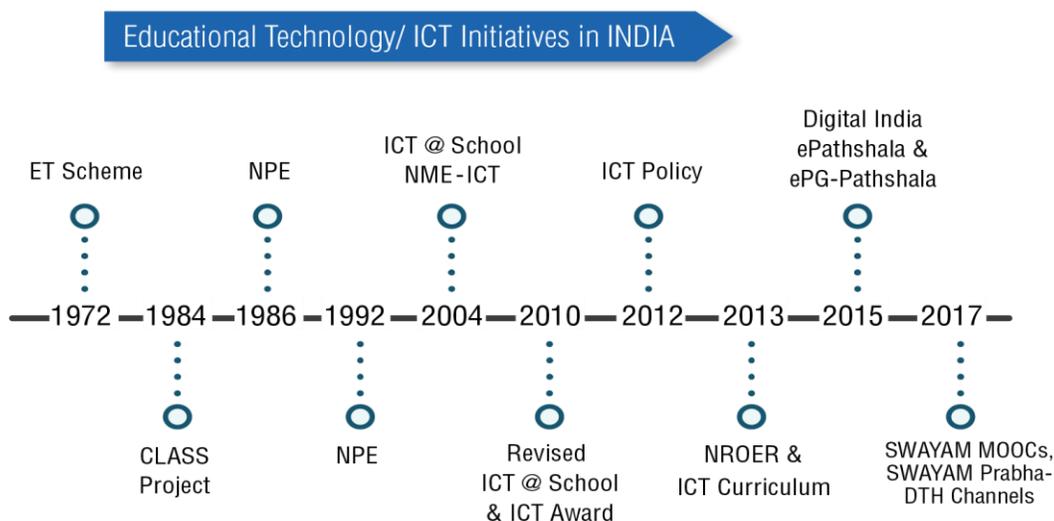
Qualitative Analysis

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

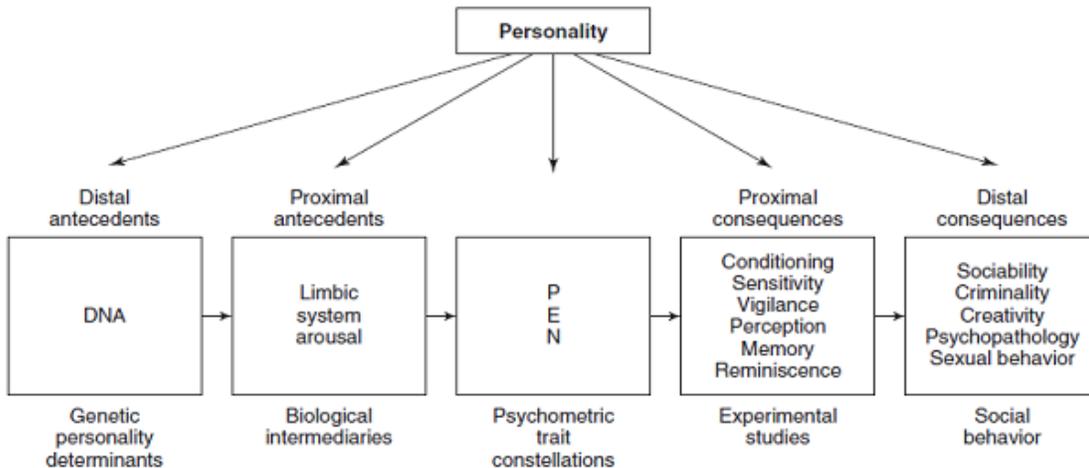
2. “To study the impact of socio-economic status on the academic achievement of the Learners”.

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 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 Eyang, 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

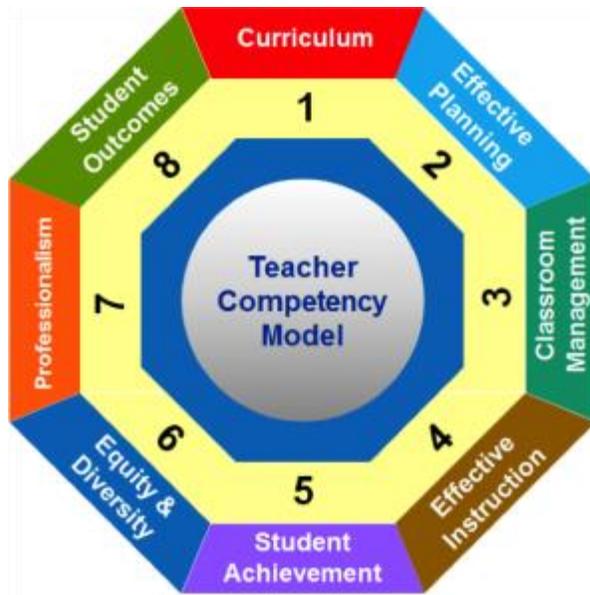
a result there is not significance difference on ten dimension of personality of pupil teachers with reference to Socio-economic status”. In the present study impact of socio-economic status on the personality traits of the teachers is reflecting. If the socio-economic status of teacher is sound than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