

# Chapter 1

## Conceptual Framework

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### 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 considered. 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)
<b>Colleges</b>										
Art & Science	Number	40	65	98	120	150	190	192	208	216
Engineering	Number	1	1	1	2	25	155	155	161	161
<b>Schools</b>										
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	
<b>Number of Students In</b>										
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 longer 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.

<b>Age group</b>	<b>Tasks</b>
<i>At Birth</i>	<ul style="list-style-type: none"> <li>(i) <i>Shock of being born.</i></li> <li>(ii) <i>Taking over the responsibility of breathing &amp; feeding.</i></li> <li>(iii) <i>Adjustment to environment i.e. temperature etc.</i></li> </ul>
<i>At Babyhood</i>	<ul style="list-style-type: none"> <li>(i) <i>Weaning.</i></li> <li>(ii) <i>Toilet training.</i></li> <li>(iii) <i>Appearance of a new baby and the jealousy thereof</i></li> <li>(iv) <i>Social development reaction to guests.</i></li> </ul>
<i>At Childhood</i>	<ul style="list-style-type: none"> <li>(i) <i>Going to school.</i></li> <li>(ii) <i>Friends in the school.</i></li> <li>(iii) <i>Home task.</i></li> <li>(iv) <i>Teachers.</i></li> <li>(v) <i>Being Away from home and mother.</i></li> </ul>
<i>At Adolescence</i>	<ul style="list-style-type: none"> <li>(i) <i>Choice career and subjects in school.</i></li> <li>(ii) <i>Sex.</i></li> </ul>

(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, reserved, 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".

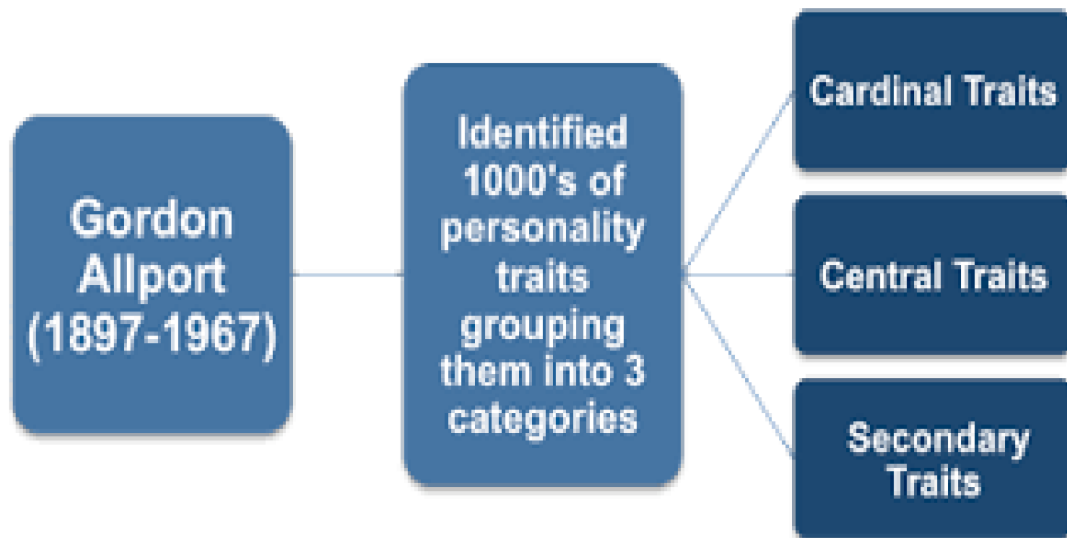
2. **According to Nausheen, Adenwalla (2007)**, “Traits are distinguishing qualities or characteristics of a person. Traits are a readiness to think or act in a similar fashion in response to a variety of different stimuli or situations”. Philosopher Hippocrates described four humors phlegm, blood, black 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"<sup>20</sup>.

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
<ul style="list-style-type: none"> <li>★ Subject Matter Knowledge                             <ul style="list-style-type: none"> <li>- command of subject matter knowledge</li> <li>- updating of subject matter knowledge and search for new subject knowledge</li> <li>- sharing and exchange of subject teaching practice</li> </ul> </li> <li>★ Curriculum and Pedagogical Content Knowledge                             <ul style="list-style-type: none"> <li>- command and application of pedagogical content knowledge</li> <li>- curriculum design, implementation and improvement</li> <li>- updating and sharing of pedagogical content knowledge</li> </ul> </li> <li>★ Teaching Strategies and Skills, Use of Language and Multi-Media                             <ul style="list-style-type: none"> <li>- knowledge and application of teaching strategies and skills</li> <li>- language proficiency</li> <li>- motivation of student learning through different teaching methods and multi-media</li> <li>- research and dissemination on teaching strategies and skills</li> </ul> </li> <li>★ Assessment and Evaluation                             <ul style="list-style-type: none"> <li>- student assessment methods and procedures</li> <li>- use of student assessment results</li> <li>- evaluation and review of teaching and learning programmes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>★ Students' Diverse Needs in School                             <ul style="list-style-type: none"> <li>- understanding students' diverse needs</li> <li>- identifying and supporting students' diverse needs</li> <li>- collegial collaboration in identifying and supporting students' diverse needs</li> </ul> </li> <li>★ Rapport with Students                             <ul style="list-style-type: none"> <li>- awareness of the importance of establishing rapport with students</li> <li>- building trust and rapport with students</li> </ul> </li> <li>★ Pastoral Care for Students                             <ul style="list-style-type: none"> <li>- providing pastoral care for students</li> <li>- collegial collaboration in providing pastoral care</li> </ul> </li> <li>★ Students' Different Learning Experiences                             <ul style="list-style-type: none"> <li>- participation and implementation</li> <li>- planning and organisation</li> <li>- whole person development of students</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>★ School's Vision and Mission, Culture and Ethos                             <ul style="list-style-type: none"> <li>- adaptation to the school vision and mission, culture and ethos</li> <li>- actualisation of school beliefs, vision and mission</li> <li>- cultivation of a caring and inviting school climate</li> <li>- contribution to reviewing the school vision and mission, as well as promoting the school culture and school image</li> </ul> </li> <li>★ Policies, Procedures and Practices                             <ul style="list-style-type: none"> <li>- understanding school goals and policies</li> <li>- implementation of school policies, procedures and practices</li> <li>- formulation of school policies, review of procedures and practices for continuous school development</li> </ul> </li> <li>★ Home-School Collaboration                             <ul style="list-style-type: none"> <li>- understanding students' family backgrounds</li> <li>- communication with parents</li> <li>- involvement in parent-related activities</li> <li>- building trust with parents for further school development</li> </ul> </li> <li>★ Responsiveness to Societal Values and Changes                             <ul style="list-style-type: none"> <li>- awareness and knowledge of societal changes in relation to their impact on school</li> <li>- responsiveness to societal changes and issues related to social values</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>★ Collaborative Relationships within the School                             <ul style="list-style-type: none"> <li>- working relationships with individuals</li> <li>- working relationships with groups</li> <li>- working relationships within formal structures</li> </ul> </li> <li>★ Teachers' Professional Development                             <ul style="list-style-type: none"> <li>- sharing of knowledge and good practices with others</li> <li>- contributions to teachers' professional development</li> </ul> </li> <li>★ Involvement in Policies Related to Education                             <ul style="list-style-type: none"> <li>- awareness and knowledge of policies related to education</li> <li>- responsiveness to policies related to education</li> <li>- contributions to policies related to education</li> </ul> </li> <li>★ Education-related Community Services and Voluntary Work                             <ul style="list-style-type: none"> <li>- interaction with the broader community</li> <li>- participation in education-related community services and voluntary work</li> </ul> </li> </ul>
<b>SIX CORE VALUES THAT UNDERPIN THE WHOLE FRAMEWORK</b>			
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
<b>BASIC PREMISE: THE PERSONAL GROWTH AND DEVELOPMENT OF TEACHERS</b>			
		passion for continuous learning and excellence	

## Competency Descriptors in the Teaching and Learning Domain



	THRESHOLD	COMPETENT	ACCOMPLISHED
Command of subject knowledge	Displays a basic command of content	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
Updating of subject knowledge and search for new subject knowledge	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.	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
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
			Participates actively in sharing and exchange sessions and makes frequent contributions within as well as outside school
			Takes a lead in sharing and conducts exchange of ideas on good teaching practice in specific subject areas within the profession
			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
			Initiates collaboration among colleagues in updating and searching for new subject matter knowledge for excellence in teaching and learning
			Displays solid and extensive subject matter knowledge; able to initiate purposeful and meaningful integration of content knowledge within and across the KLAs where necessary

### Dimension: Subject Matter Knowledge

## Competency Descriptors in the Student Development Domain



	THRESHOLD	COMPETENT	ACCOMPLISHED
<p>Providing pastoral care for students</p>	<p>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.</p>	<p>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</p>	<p>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</p>
<p>Collegial collaboration in providing pastoral care</p>	<p>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</p>	<p>Collaborates closely with colleagues with a view to providing more effective pastoral care services for students</p>	<p>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</p>

**Dimension:  
Pastoral  
Care for Students  
(Discipline,  
Guidance &  
Counselling,  
Further  
Studies & Career  
Guidance)**


- <sup>1</sup> 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.
- <sup>2</sup> 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

	<b>THRESHOLD</b>	<b>COMPETENT</b>	<b>ACCOMPLISHED</b>
<p>Understanding students' diverse needs</p>	<p>Has basic understanding of students' characteristics at different developmental stages, students' different learning styles and intelligences, family backgrounds and interests. Shows awareness of the impact of students' diverse backgrounds on their learning processes.</p>	<p>Has adequate understanding of students' developmental characteristics and family backgrounds; shows awareness of students' different learning styles and intelligences</p>	<p>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</p>
<p>Identifying and supporting students' diverse needs</p>	<p>Makes efforts to acquire the necessary knowledge and skills for identifying students' diverse needs</p>	<p>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</p>	<p>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</p>
<p>Collegial collaboration in supporting students' diverse needs</p>	<p>Aware of the importance of collaborating with colleagues in identifying and supporting students' diverse needs</p>	<p>Collaborates closely with colleagues in identifying and supporting students' diverse needs when invited to</p>	<p>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</p>

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

## Competency Descriptors in the Student Development Domain

**THRESHOLD**  **COMPETENT**  **ACCOMPLISHED** 

<p>Awareness of the importance of establishing rapport with students</p>	<p>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.</p>	<p>Shows general concern for students' emotional and physical well-being; shows interest in, and acknowledges what students say and contribute</p>	<p>Demonstrates genuine care and respect for students; values students as unique individuals with interests, concerns and intellectual potential</p>	<p>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</p>	<p>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</p>
<p>Building trust and rapport with students</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>Exerts positive influence on colleagues through exemplary practice of developing mutually trusting relationships with students and winning great respect from students</p>	<p>Exerts positive influence on colleagues through exemplary practice of developing mutually trusting relationships with students and winning great respect from students</p>

### Dimension: Rapport with Students

## Competency Descriptors in the Teaching and Learning Domain



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.
Student assessment methods and procedures	<p>Makes appropriate use of established assessment methods and procedures;</p> <p>maintains comprehensive records of student progress as well as achievement and provides essential feedback to students</p> <p>Uses established assessment methods and procedures proficiently, and occasionally adapts them to match the nature of the teaching and learning being assessed;</p> <p>provides students with positive feedback that reinforces student achievement and focuses on improvement</p> <p>Reviews constantly the various assessment modes and aligns them with the current curriculum objectives and current beliefs and practices in assessment</p>
Use of student assessment results	<p>Accepts that assessment results measure effectiveness of learning and teaching, but rarely refers to assessment results when planning a lesson</p> <p>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</p> <p>Uses assessment results effectively to improve teaching and learning, and to plan for the whole class, as well as for individuals and groups of students across a year level or within a particular key learning area</p> <p>Uses assessment results consistently to develop programmes that improve student learning</p>
Evaluation and review of teaching and learning programmes	<p>Aware of evaluation tools for teaching and learning; shows interest in evaluation of own subjects</p> <p>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</p> <p>Appreciates the core issues in designing school-based evaluation for the improvement of teaching and learning; able to choose appropriate evaluation tools and design simple evaluation tools if necessary</p> <p>Takes a lead in designing and implementing an effective evaluation programme for the school-based improvement of teaching and learning</p>

### Dimension : Assessment and Evaluation



## Competency Descriptors in the Teaching and Learning Domain



Motivation of student learning through different teaching methods and multi-media	Research and dissemination on teaching strategies and skills
<p>Reacts to students' responses by drawing on a limited range of teaching methods and technologies including IT in education</p> <p>Makes conscientious efforts to motivate and engage students with a variety of teaching methods and technologies while going on with a planned lesson</p> <p>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</p> <p>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</p>	<p>Demonstrates general knowledge of research in teaching and learning but does not believe that he / she has a part to play</p> <p>Shows interest in others' research in teaching and learning and occasionally tries to incorporate their results into his / her teaching</p> <p>Supports and assists colleagues in the development of effective classroom management strategies as well as excellent teaching and learning practice</p> <p>Conducts scholastic and / or action research and takes initiatives to share the results with colleagues / within the profession</p>

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

# Competency Descriptors in the Teaching and Learning Domain



## 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.”

THRESHOLD	COMPETENT	ACCOMPLISHED
<p>Command and application of pedagogical content knowledge</p> <p>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.</p>	<p>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</p> <p>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</p> <p>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</p>	<p>Has adequate knowledge of the current curriculum objectives, pedagogy and subject content; tries to anticipate student misconceptions when imparting basic subject content to students</p> <p>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</p> <p>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</p> <p>Has solid understanding of the rationale, principles and structures of the subject curriculum Curriculum Development Council (CDC); effectively implements the CDC curriculum guides with occasional attempts to adapt the curriculum according to students' diverse needs</p> <p>Regularly updates himself with current learning theories and current curriculum objectives, as well as the recommendations of the CDC curriculum guides</p> <p>Conducts continuing search for the developmental pedagogical content knowledge and informed teaching practice; makes conscientious efforts to integrate all these developments to help students learn more effectively</p> <p>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</p> <p>Takes a leading role in promoting professional exchange and sharing of pedagogical content knowledge with other teachers within and outside school</p>
<p>Curriculum design, implementation and improvement</p> <p>Updates and sharing of pedagogical content knowledge</p>		

## Competency Descriptors in the Professional Relationships and Services Domain

**THRESHOLD**           **COMPETENT**           **ACCOMPLISHED**

<p>Interaction with the broader community</p>	<p>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.</p>	<p>Works in partnership with colleagues to maintain links among schools and with the broader community for improved learning outcomes of students</p>	<p>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</p>	<p>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</p>	<p>Able to win the support of the broader community in achieving school goals and priorities; establishes and maintains respectable professional status in the community</p>
<p>Participation in education-related community services and voluntary work</p>	<p>Participates in district projects, voluntary work committees and so on as specifically assigned.</p>	<p>Occasionally volunteers to participate in district projects, voluntary work committees or community services, with a view to making contributions to education-related services / voluntary work</p>	<p>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</p>	<p>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</p>	

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

# Competency Descriptors in the Professional Relationships and Services Domain



	THRESHOLD	COMPETENT	ACCOMPLISHED
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
Responsiveness to policies related to education	Has a basic grasp of current education policies and pays attention to the possible implications of these new initiatives on own teaching work.	Expresses views about education policies and issues mainly through exchange with colleagues in an isolated and sporadic manner	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
Contribution to policies related to education		Prepared to contribute ideas and suggestions about education policies and issues when invited to do so	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
			<p>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</p> <p>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</p> <p>Takes the initiative to contribute concrete suggestions about education policies based on own ideas as well as views of other teachers whenever opportunities arise</p> <p>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</p>

## Dimension: Involvement in Policies Related to Education

# Competency Descriptors in the Professional Relationships and Services Domain



Sharing of knowledge and good practices with others	<p>Prepared to share knowledge and good practices with colleagues when invited to do so.</p> <p>Participates in school-based staff development activities / other professional development activities when assigned to.</p>	<p>Collaborates with colleagues to reflect upon and improve teaching and learning practices</p>	<p>Gives active support to the practice of sharing knowledge and good practices with colleagues / teachers of other schools</p>	<p>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</p>	<p>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</p>
<p>Contributions to teachers' professional development</p>	<p>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</p>	<p>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</p>	<p>Provides mentoring support for student teachers / beginning teachers; participates actively in school-based staff development work / other professional development activities</p>	<p>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</p>	<p>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</p>

## 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 to fulfill duties assigned by the school. Shows willingness to work and contribute as a member of a team in the school. Has general understanding of the division of work as well as the duties and responsibilities of the various departments, committees and teams within the school.	Maintains constant cordial relationships with colleagues, showing respect for others and valuing the diversity in the school community	Shows active support for and maintains close collaboration with colleagues in all aspects of day-to-day work within the school
Working relationships with groups		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	Takes a leading role in promoting harmonious and collaborative staff relationships in the school
Working relationships within formal structures		Works in supportive and productive partnership with students, families and colleagues to maintain a cooperative school environment	Assumes a coordinating / leadership role in team-building work within the team while engaging in school activities
		Participates as an active member in departments / committees and shares the responsibility of promoting team spirit and collaborative work	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
Understanding school goals and policies	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 adequate understanding of school goals and policies and their connection with own daily work	Has secure understanding of school goals and school policies; makes efforts to ensure daily work is in line with school policies
Implementation of school policies, procedures and practices	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 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	Has good understanding of school goals and policies as well as their underpinnings, relates daily work meaningfully to school goals and policies
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 adequate knowledge and understanding of the reasons behind established procedures and practices; shares the responsibility for enforcing such established procedures and practices	Has thorough understanding of school goals and policies as well as their underpinnings, is committed to school goals in performing daily tasks

## Dimension: Policies, Procedures & Practices

# Competency Descriptors in the School Development Domain



## Dimension: Responsiveness to Societal Changes

<p>Awareness and knowledge of societal changes in relation to their impact on school</p>	<p>Pays attention to and has general understanding of what happens outside the school; shows concern for societal changes and issues related to social values.</p>	<p>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</p>	<p>Pays great attention to and draws students' attention to the possible impact of societal changes on their learning</p>	<p>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</p>	<p>Takes a leading role in promoting awareness and knowledge of societal changes among colleagues for continuous school development</p>
<p>Responsiveness to societal changes and issues related to social values</p>	<p>Makes occasional attempts to share with students different views about current issues</p>	<p>Makes regular attempts to encourage students to develop concern for current issues / controversial issues happening locally and around the world</p>	<p>Encourages students to form independent judgment and develop positive social values through regular sharing and exchange of views about local and global issues</p>	<p>Serves as a role model for students in showing keen concern for local / global issues and living out positive social values</p>	



## Competency Descriptors in the School Development Domain



Understanding students' family backgrounds	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	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	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



Adaptation to the school vision and mission, culture and ethos	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
<p>Actualisation of school beliefs, vision and mission</p> <p>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.</p>	<p>Has secure knowledge and understanding of the school's vision and mission statement, aware of the strengths and traditions of the school</p> <p>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</p>	<p>Assumes responsibility for persistently realising the school vision, mission and beliefs through different channels</p> <p>Assumes responsibility for cultivating harmonious staff relationships as well as positive teacher-student relationships</p>	<p>Takes a leadership role in promoting colleagues' actualisation of the school vision and mission through own exemplary practice and sharing of experience</p>
<p>Cultivation of a caring and inviting school climate</p>	<p>Develops constructive relationships with students to maintain a positive and safe working atmosphere in the classroom</p> <p>Attempts with some success to create a caring and supportive classroom environment conducive to students' learning processes and whole person development</p>	<p>Assumes responsibility for cultivating harmonious staff relationships as well as positive teacher-student relationships</p>	<p>Takes a leadership role in cultivating a caring and inviting school climate through collaboration with colleagues, students and parents</p>
<p>Contribution to reviewing the school vision and mission, as well as promoting the school culture and school image</p>	<p>Shows interest in the process of setting / reviewing the school vision and mission, pays heed to colleagues' views and feedback</p> <p>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</p>	<p>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</p>	<p>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</p>

## Dimension: School Vision and Mission, Culture and Ethos

# Competency Descriptors in the Student Development Domain



ACCOMPLISHED



COMPETENT



THRESHOLD

Competency	THRESHOLD	COMPETENT	ACCOMPLISHED
Participation and implementation	Recognises that learning takes place both inside and outside the classroom, and that students should have all-rounded development besides academic performance. Participates in the planning, organisation and implementation of students' learning activities as specifically assigned.	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
Planning and organisation	Recognises that learning takes place both inside and outside the classroom, and that students should have all-rounded development besides academic performance. Participates in the planning, organisation and implementation of students' learning activities as specifically assigned.	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
Whole person development of students	Recognises that learning takes place both inside and outside the classroom, and that students should have all-rounded development besides academic performance. Participates in the planning, organisation and implementation of students' learning activities as specifically assigned.	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

## 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 1<sup>st</sup> 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 9<sup>th</sup> and 10<sup>th</sup> 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.