

Chapter 2

Review of Related Literature

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

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

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

--- **William Wiewsmo**

2.1 Studies Related to the Socio-Economic Status of Teachers

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2.2 Studies Related to the Personality of Teachers

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Judith SemonDubaset.al (2002) studied in the present research studythe sample size is of 305 learners of the age group of 14 to19 years Dutch adolescents. Here researcher found that “the evidence of a moderate and contemporary effect of restrictive control, particularly for those who are under controllers. In the discussion part of the research it highlights the importance of the family and family environment in understanding behavioral of under controllers correlates of types”.

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

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

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

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

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

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

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

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

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

2.3 Studies Related to the Teaching Competency of Teachers

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Research Gap

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

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