

RELATIONSHIP BETWEEN STUDENTS' LINKING AND PERSONALITY CHARACTERISTICS AND ESTEEM OF SECONDARY SCHOOL TEACHERS

Rekha Kumari¹, Dr.Nishi Aggarwal²

Department of Education

^{1,2}Mewar University, Chittorgarh (Rajasthan)

Abstract

The significance of this paper is to able teachers to the country's school framework cannot the slightest bit be overemphasized. It is outstanding that the quality and degree of student achievement are resolved fundamentally by educator skill, affectability, and instructor motivation. It is basic information too that the academic and professional norms of teachers constitute a basic segment of the fundamental learning conditions for accomplishing the educational objectives. The length of academic preparation, the level and nature of topic information, the collection of instructive abilities the teachers have to address the issues of differing learning circumstances, the level of responsibility regarding the profession, affect ability to contemporary issues and issues as additionally to students and the level of motivation basically impact the nature of curriculum transaction in the classrooms and this manner student learning and the bigger procedures of social change.

1. INTRODUCTION

Educator quality is a component of a few factors: teachers' status, compensation, conditions of work and their academic and professional education. The educator education framework through its underlying and proceeding with professional improvement programs is required to guarantee a satisfactory supply of professionally able teachers to run the country's schools. Beginning educator education particularly has a noteworthy part to play taking shape of an instructor. It denotes the start of the learner contestant to the calling and in that capacity can pervade the eventual instructor with the desires, information base, collection of academic limits and others conscious states of mind. Education has kept on advancing, expand

and broaden its scope since the beginning of history.

Taking a genuine note of these improvements, organizations in charge of education from nursery to tertiary and professional education have inspected/overhauled their projects and courses of study. The National Council for Teacher Education needs to start appropriate measures to make educator education at different levels receptive to such advancements and in addition to quality worries in future. Education of teachers not just encourages a change of school education by getting ready skilled, submitted and professionally very much qualified teachers who can take care of the demand of the framework, yet also works as an

extension amongst schooling and higher education. It needs to meet twin requests [1]:

- (a) Challenges of the education system including higher education, and
- (b) The ever-changing demands of the social system.

The role of teacher education as a procedure of country building is universally perceived. Its goal is the man making and delivering illuminated natives. However, teacher education in India, given its history and furthermore because of different factors outside its ability to control, has all around been restricted to school education as it were. Teachers are called country developers in each nation and each society. The role of teachers is of awesome significance. It is left to the teachers to instil identity characteristics; right esteems - the estimations of good citizenship delivering decent and country adoring nationals.

Teachers assume an imperative role in encouraging the intellectual and social development of children because their developmental years. The education that teachers confer assumes a key role in deciding the prospects of their students, regardless of whether in preschools or secondary schools or in private or state-funded schools teachers give the instruments and the earth for their students to form into mindful grown-ups. The education of teacher ought to be with the end goal that teacher should set a case and accommodate his students, the prefect of the natives who is a traditionalist, moderate and alerts. Concerning his/her ethical character, exemplary nature, knowledge,

trustworthiness is among the descriptors which may be attributed to him.

The teacher should help the students in their physical, intellectual, religious, social, enthusiastic, profound development in the very much adjusted and amicable way. Teachers should educate the students humanly esteems. Teacher education today is an indispensable piece of any educational framework. Teaching is both expertise and craftsmanship was discovered amiable to transmission in the early years of the nineteenth century. If for a very long time, teacher education, the purse was thrown or family undertaking, it couldn't bear to remain along these lines, after education turned into a mass development [2].

- **Personality:** Education and psychologists are occupied in building the healthy or amicable personality of the individuals. Personality is at the pinnacle and essence of brain science and education. All learning of brain science is at last identified with the comprehension or development of personality. In well known, ordinary brain science, we utilize the expression "Personality" to depict those characteristics which make individuals attractive or unattractive to other individuals. We like or respect the person who has personality and depict him differently, i.e., dynamic, strong, well-disposed or lovely. Variety in personality might be gotten from various sources. On the one hand, we

have unique nature of personality including its adjustment.

- **Values:** Values are managing standards unequivocal in everyday conduct as likewise in basic life circumstances. In this period of fast social change affected by technology, there shows up an esteem emergency in the society. A few values appear to die, some submerging into others, some new have risen, and some new ones are picking up creditability. As numerical similarity values appear to be factors and are not constants to be saving money upon. Esteem recovery has in this way, to endeavour ceaselessly. The weight of development must be unavoidable and allow since it includes a diverse social group in cases like Indian countries.
- **Student's likings:** The teacher is the essential element in the whole educational framework. By coming into contact with the teacher, the student can build up an arrangement of alluring and valuable social propensities, mentalities and interests. The teacher can help this procedure by continually watching the student and formulating new ways and methods for tackling the different issues that burden the student. The teacher ought to dependably focus on inspiring the student to utilize their knowledge accordingly empowering them to take care of their issues. It is fundamental for the teacher to

display a decent model in his/her conduct to make an environment of collaboration and fellowship.

2. PERSONALITY TRAITS, SELF-ESTEEM AND ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOL STUDENTS

Achievement is at the focal point of one of the zones of research of real enthusiasm for educational psychology on account of its extensive ramifications for both learning and teaching. Understanding the factors ready to impact accomplishment in the educational setting may allow fast acknowledgment of especially capable students and conceivably hazardous students and add to the development of effective procedures went for refining teaching performance [3].

The likelihood of anticipating academic achievement goes up against an especially critical undertone in the 34 nations of the OECD (Organization for Economic Cooperation and Development) where a normal of 6.2% of total national output is spent on education. The characteristics of the educational experience and the relative achievement are depicted as the result of the dynamic interaction of a chain of command of factors. Among this specific significance is ascribed to psychological capacity, sex, motivation to succeed, family financial status, parental contribution in educational activity, class amass creation.

Despite the fact that there is a lot of writing on the connection amongst personality and achievement and self-esteem and achievement, studies inspecting the

connections between personality characteristics, self-esteem and student performance at the same time are less spoken to. We have picked self-esteem and personality qualities since we trust they are viewpoints related to academic performance and are zones where it is conceivable to coordinate characterized intercession to avoid academic underperformance and disappointment.

This investigation, thinking about personality and self-esteem as free factors, went for confirming whether, and to what degree, each of them is fundamentally connected to the standard of academic achievement and can anticipate it. Alongside personality and self-esteem, the socioeconomic status (SES) of students was considered, as a result of the outstanding impacts of SES on academic achievement. A further extent of the investigation was to analyze the nearness of contrasts in the connections between the indicators and the needy variable based on sexual orientation. The connection amongst indicators and rule might be investigated and school marks from three unique circumstances of the academic year as pointers should be viewed as to check the strength of the indicators [4].

- **Academic achievement:** Academic achievement was evaluated by marks obtained by each student in a few subjects: history, geography, math, science, technology, English, a second foreign language, art and image, motor science and sport, music, religion, and civics. The evaluation of academic achievement for all students was made through the

calculation of the averages of the final marks obtained in the past academic year (2010-2011). For a subgroup of students (N=254) academic achievement was additionally evaluated through the calculation of averages of the main term marks and the final marks for the finish of the present school year (2011-2012).

- **Procedure:** The research carried out took the phases depicted underneath. A meeting was organized with the teaching staff for the presentation of the research apparatuses and for planning the phases and the technique to be utilized. In this way, the informed assent of the students' parents was obtained. The tests were rounded out by students because the school day within sight of their teacher and two psychologists trained in the test system. Tests were administered separately for each class. For each class, the two questionnaires were finished on various days so as not to tire the students and to restrict the impacts because of the past test.

3. EMOTIONAL INTELLIGENCE AND SELF ESTEEM IN RELATION TO ACADEMIC ACHIEVEMENT OF STUDENT-TEACHERS

Emotional Intelligence (EI) alludes to the ability to see, control and evaluate feelings. A few researchers recommend that Emotional Intelligence can be learned and reinforced, while others claim it is an innate characteristic. There are many conceivable

meanings of Emotional Intelligence, and many definitions can be found on the Internet. Many of these definitions come from the popularizations of Emotional Intelligence found in the popular press. A clear and scientifically valuable meaning of Emotional Intelligence, be that as it may, is recognizable because it takes the terms feeling and intelligence genuinely.

Emotional intelligence is the ability to accurately distinguish and understand one's emotional reactions and those of others, comprising of the ability to control one's feelings and to utilize them to form great choices, to act deliberately and to include effectively in a given situation. "Emotional intelligence alludes to the capacity of perceiving one's sentiments and those of others, for motivating ourselves and for managing feelings well in us and our relationships." [5]

Self-esteem is an emotional reaction; a generalized inclination about the self that is pretty much positive. "Self-esteem is a general personality characteristic; not a momentary attitude or an attitude particular to individual situations. Self-esteem is a personal judgment of value". "Self-esteem is appreciating one's own value and importance and having the character to be accountable for oneself and to act capably towards others" it doesn't mean considering oneself to be the greatest individual on the planet, it isn't the same as being arrogant; yet it loves oneself, for the most part, as he is.

It is an effective or emotional aspect of self and alludes to how we feel about or how we

value ourselves. Self Esteem is a term in psychology to mirror a man's overall evaluation or appraisal of claim worth. Self Esteem encompasses convictions and feelings, for example, triumph, despair, pride, and shame. "The self-concept is what individuals think about the self. A man's self-concept comprises of the convictions one has about oneself, one's self-recognition, or, as communicate it, "the photo of one." It isn't simply the "facts" about one yet rather what one accepts to be valid about one-self. Early researchers utilized self-concept as an unmistakable build [6].

4. LIKING OR DISLIKING THE TEACHER: STUDENT MOTIVATION, ENGAGEMENT AND ACHIEVEMENT

There is little uncertainty that teachers influence student motivation and achievement. After all, teachers characterize the tasks that students must finish, give feedback and characterize at least a portion of the results for finishing tasks. One inquiry often asked is the reason do a few students advanced more effort and persevere on academic tasks for one teacher, however not for another? Contemporary hypotheses of motivation recommend that the varying levels of effort and steadiness saw in various classes and consequent achievement are, in part, because of internal purposes students have for doing academic activities (goals), and their apparent ability.

The present investigation is worried about the potential impact teachers have on students' goals, seen ability, and consequent effort and constancy in various classes. All the more specific, the examination examines

how enjoying or detesting the teacher is related to student motivation and performance in school. Late qualitative research indicates that secondary school-aged children differentiate between various teachers based on teacher characteristics that advantage the student. In the investigation, students often communicated the importance of having a caring and approachable teacher who gives composed feedback, one-on-one assistance and which is occupied with students' lives outside of school.

Phelan and her colleagues take note of those caring teachers are in a superior position than noncaring teachers to maintain student intrigue and cooperation in school, and that a student's view of the teacher as caring or uncaring influences their level of engagement in school and their steadiness in looking for help. As part of the examination, they investigated what teachers do that lead student to want to please them and how students' pleasing behaviour changes for various teachers. The discoveries indicated that many students attempt to please their teachers and utilize a variety of strategies in their attempts to please. The teachers whom students wanted to wish were accounted for to have [7]:

1. Gone out of their way to help,
2. provided positive, confidence-building feedback,
3. Done unnecessary things to be nice,
4. Respected and trusted students and
5. Spaced the workload so that students did not feel overwhelmed.

The researchers also found that secondary school students indicate that companions

behaved similarly for teachers they like and teachers they disdain, yet that effort and quality of work changed. At the point when students like the teacher their effort and quality of work move forward. One limitation of the above-said studies is the treatment of academic achievement, fails to address a relationship between preferring the teacher and academic achievement. At best, the studies' discoveries propose that the quality of work for high and low achieving students is diverse when the student sees the teacher care [8].

5. CONCLUSION

It is concluded that one may guess that a student with such characteristics could profit by an intercession which looks to reinforce these areas, or the teaching strategy itself could be modulated or adapted to the particular personality of the student, to help the way toward learning. Understanding the relationship between characteristics of personality and academic achievement may, in fact, have repercussions on the teaching styles. Students with high receptiveness to experience could profit by educational settings which advance and reward critical and original idea, while students with low levels of receptiveness to understanding, yet with great intelligence and motivation, ought to improve the situation in educational settings which advance and reward the acquisition of generally accepted information which does not require a particular inclination towards learning in a creative or innovative way.

REFERENCES

- [1]. O'Connor, K. E. (2008). "You choose to care": Teachers, emotions and professional identity. *Teaching and Teacher Education*, 24, 117–126.
- [2]. Hargreaves, A. (2000). Mixed emotions: Teachers' perceptions of their interactions with students. *Teaching and Teacher Education*, 16, 811–826.
- [3]. Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the selfdetermination of behaviour. *Psychological Inquiry*, 11, 227–268.
- [4]. Wagner, B. D., & French, L. (2010). Motivation, work satisfaction, and teacher change among early childhood teachers. *Journal of Research in Childhood Education*, 24, 152–171
- [5]. Sibley, C. G., & Overall, N. C. (2008). Modeling the hierarchical structure of attachment representations: A test of domain differentiation. *Personality and Individual Differences*, 44, 238–249.
- [6]. Kesner, J. E. (2000). Teacher characteristics and the quality of child-teacher relationships. *Journal of School Psychology*, 38, 133–149
- [7]. Adeyemo, D. A. (2001). Teachers' job satisfaction, job involvement, career and organizational commitments as correlates of student-academic performance. *Nigerian Journal of Applied Psychology*, 6 (2), 126–135.
- [8]. Friedman, I. A. (2000). Burnout in teachers: Shattered dreams of impeccable professional performance. *Journal of Clinical Psychology*, 56, 595–606