CHAPTER-II
REVIEW OF RELATED LITERATURE

2.1 IMPORTANCE OF REVIEW OF RELATED LITERATURE

Review of related literature is an important step and it plays a vital role in all types of research. It helps to identify a problem, to formulate hypothesis, in the selection of tools and methods to be used for the investigation Borg (1965) says “The review of related literature form the foundation stone upon which the future research work will be stated. The study of literature implies locating, recording and evaluating the relevant research”. In the words of John.W. Best (1983) “practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man is built upon the accumulated and recorded knowledge of the past”. Review of literature helps the researcher to acquaint himself with previous studies conducted in the field in which he is going to carry out the research. It facilitates better understanding of the problem and helps in avoiding unnecessary duplications and provides the understanding and insight for the development of a logical framework of the present problem under investigation. Hence knowledge of related studies is extremely essential.

The purpose of this chapter is to provide a comprehensive and clear picture of the related studies and to show how the present study contributes in extending the knowledge in the attempted area under study. Only those studies which have direct bearing on the present problem have been reviewed. As the present study is concern with the emotional competence of teacher educators; so it is feasible to find out those studies which are related with teacher effectiveness; as the effective teacher educators would provide the quality teacher education, who would be able to produce better school teachers for the society. Of course, studies on professional competencies of teachers are also to be probed here. Hence the present study is systematically arranged in two sections:

1) Studies on teacher effectiveness.
2) Studies on professional competence.
SECTION-I

2.2 PREVIOUS STUDIES ON TEACHER EFFECTIVENESS

In the present section teacher effectiveness is studied in terms of personal aspect, professional aspect, intellectual aspect, and strategies of teaching aspect and social aspect of teacher effectiveness. Personal characteristics include personality traits and qualities. Professional characteristics include attitude towards teaching, interaction with students, skills and abilities to teach etc. The intellectual characteristics refer to knowledge of subject matter, intelligence, being conversant with up-to-date knowledge etc. Strategies of teaching refer to classroom teaching techniques, adopting child centered approaches, ability to arrange group activities etc. The social aspect of teacher effectiveness includes maintaining good social relationship with colleagues, interest to participate in social and cultural activities, influence of society and community factors in teaching effectiveness etc. Therefore in the literature review effort has been made to include the research studies in all the above specified areas as much as possible. Moreover the effect of various demographic and professional variables on teacher effectiveness studies and findings related to the variables and their effect on teacher effectiveness are included in the review of literature.

2.2.1 STUDIES CONDUCTED IN INDIA ON TEACHER EFFECTIVENESS

Samantha Roy (1971), in her study entitled “A Study of teacher attitude and its relationship with teaching efficiency”, studied about the relationship between teacher’s attitude and teaching efficiency. Her study included 320 schools of Orissa state and reported that effective teaching and teacher’s attitude were positively related.

Quraishi (1972), conducted a study entitled “Personality Attitudes and Classroom Behavior of Teachers”. He carried out the study using the Flanders interaction analysis category system (FIACS) to observe and record teachers’ verbal behavior. He reported that teachers attitude towards classroom procedure was positively related with effective teaching.

Similar result was obtained as a result of study conducted by Singh (1975). He used the Flanders interaction analysis category system (FIACS) and Minnesota teacher
Attitude Inventory (MTAI) to understand teacher behavior in classroom and teachers’ attitude.

Gupta R.C. (1976), conducted a research study entitled “Prediction of Teacher Effectiveness Through Personality Tests”. He used Cattel’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.

Arora (1978), in her study “Difference between Effective and Ineffective Teacher”, revealed the determinants of teacher effectiveness as (i) the age of the teacher when he/she enters the profession (ii) distance between school and living place (iii) degree of satisfaction derived from job and (iv) interest in in-service education.

Mutha (1980) conducted a study entitled “An Attitudinal and Personality Study of Effective Teacher”. His study revealed that sex, professional training, nature of schooling and income level was significantly associated with the teacher effectiveness. Similarly personality traits like anxiety, mental adjustment, extroversion, job satisfaction and teaching attitude were found to be predicting teacher effectiveness significantly.

Singh (1980) conducted a study on “Relationship between Teachers Personality, teaching success and behavioral changes in students”. From his studies he claimed that highly effective teacher’s posses better intellectual capacity, high creativity, ability to foster desirable attitudes in pupils and concern for development of school etc.


Bhagoliwal (1982) conducted a study entitled “A Study of Personality Characteristics associated with teaching effectiveness”. The aim of study was to find out the relationship between personality characteristics of teachers on their teaching effectiveness. He found that more effective teachers are characterized by a fairly high
level of differentiation and integration in their cognitive and perceptual functioning. They had superior capacity for imagination and original thinking.

**Sharma, R.D. (1984)** conducted a study on, “Student Teachers and Teaching and Teaching Experiment in Education”. From his studies, he found that mere academic qualification cannot be considered as the criteria, for success of a teacher. Effective teacher would go extraordinary lengths to understand their student and they put the relationship between teacher and students at the centre of effective teaching.

**Subbrayan (1985)** conducted a study entitled, “A Study of Relationship between Teacher Effectiveness, Research and Publication and Self Concept”. The aim of the study was to identify the relationship between teaching effectiveness, research and publication and self concept and found that (i) male and female teacher did not differ significantly in respect of teaching effectiveness, (ii) teacher who had fifteen years or more of experience did not differ from those of less experienced in general factors of teaching effectiveness and (iii) professors, readers and lecturers did not differ significantly from one another in respect of teaching effectiveness.

**Padmanabhaiah (1986)** conducted a study on “Job Satisfaction and Teaching Effectiveness of Secondary School Teachers”. He reported that the variables like age, designation, job satisfaction and experience of teachers showed a great influence on teaching effectiveness.

**Iisi (1987)** from his study entitled “A Study of Teaching Efficacy of Teachers in relation to their Locality, Sex, Grade Experience and Level of Education” found that urban male teachers are more effective than their rural counterparts. But in case of female teachers, such dependence of efficiency on locality was observed. He also reported that highly qualified and averagely qualified teachers do not differ significantly in their teacher effectiveness.

**Hill (1988)** conducted a study entitled “Beginning First Year Teachers’ Perception of Characteristics of Effective Teaching”. In the study he analyzed the characteristics of effective teaching. According to him effective teaching includes (i) warm and friendly relationship with students (ii) ability to break complex things down to pupils (iii) effectiveness to adopt new techniques and (iv) flexibility.
Kumar (1991) researched on the topic “Teacher Effectiveness Among Different Group of Teachers in Relation with Personality Traits”. He conducted the study in different subjects of teachers like science, Arts and commerce. The study revealed that there was no significant relationship between teacher effectiveness and personality traits among all the different group of teachers.

Babu and Shelvaraj (1997), from their research study on the topic “Teacher Effectiveness and Involvement in Teaching” reported that the sex and locality of higher secondary school teachers had no effect upon teacher effectiveness. Also they found that teachers with research degrees possessed greater effectiveness and competence.

Sooryamourhy (1999) conducted an empirical study on “Linkage between infrastructure of school and teacher performance”. He found that (i) the availability of basic facilities promote teacher performance and student achievement and (ii) the poor economic and educational back ground of the students can influence the entire school process. Teacher effectiveness in relation to institutional and sociological aspect was the subject of research for many researchers.

Kammati Jayaramanna (2001) conducted a study of “Teacher Effectiveness in Relation to Work Orientations and Academic Achievement of Students”. He studied teacher effectiveness giving priority to personal aspect, professional aspect, intellectual aspect, teaching strategies and social aspect of teacher effectiveness. He found all the above mentioned factors strongly influenced teacher effectiveness and that teacher effectiveness influenced academic achievement of students. He also reported that work orientation and teacher effectiveness were positively correlated.

George (2004) conducted a research study entitled “Identification of Certain Influencing the Optimum Utilization of Teacher Effectiveness in the Primary Schools of Kerala”. He conducted a detailed study about the factors affecting teacher effectiveness. He classified the factors into four (i) personal dimensions (ii) psychological dimensions (iii) sociological dimensions and (iv) institutional dimensions. The major findings of his study are (i) Identification of factors that help for effective teaching is possible (ii) The highest number of influential factors identified belonged to psychological and institutional dimensions. (iii) The extraneous variables do not influence teachers’
professional efficiency and (iv) He identified influential factors that help in optimum utilization of teachers effectiveness by factor analysis.

2.2.2 STUDIES CONDUCTED ABROAD ON TEACHER EFFECTIVENESS:

A very large number of personality factors that result in effective teaching are identified so far by various researchers. But the studies do not give information about whether these qualities were initially possessed by them at the beginning of their career or these personality traits were developed by teachers during their career. The terms ‘teacher efficacy’ and ‘teacher effectiveness’ are closely related to each other. A large number of researches especially in abroad have been conducted in this area. The teacher efficacy, teachers’ sense of efficacy, teachers’ self efficacy, collective efficacy and inclusion efficacy are various topics in which detailed studies are going on.

Rotter (1966) reported that teachers who possessed high levels of efficacy believe that they are able to strongly influence students’ achievement. Effective teachers always go to classroom with proper preparation. They plan the activities to be given, strategies that should be adopted, evaluation pattern to be conducted, assignments that should be given etc before they teach a lesson. In this context the researches that highlight the importance of planning by teachers are relevant.

Hudgins (1971), from his study “The Instructional Process” reported that if planning is not done, teaching become confused and chaotic which may lead to negative experience for pupils.

Bandura (1977), from his study “Self Efficacy: Toward a Unifying Theory of Behavioral Change” reported teacher efficacy as a type of self efficacy which enables one to access his/her capabilities to perform at a given level of achievement.

Rose and Medway (1981) developed Teacher Locus of Control which consisted 28-items to measure teacher efficacy. They found TLC was a better indicator of teacher efficacy than Rotter’s scale.

Fieman (1983), from his study “Learning to Teach” identifies three stages that teachers cross through in their career. They are (i) beginning survival stage where teachers knowledge of teaching is limited to their experience in their student life period
(ii) the consolidation stage in which they become more confident and (iii) mastery stage during which the teacher teach the methods of teaching and classroom management.

**Gibson and Dembo (1984)** applied Bandura’s concept of self efficacy to the construct of teacher efficacy and they developed a 30-item scale for measurement of teacher efficacy. With the scale they confirmed the existence of General Teaching Efficacy (GTE) and Personal Teaching Efficacy (PTE). **Gibson and Dembo** reported that teacher whose score is high on both personal teaching efficacy and general teaching efficacy would be active, provide higher academic focus in the classroom and would be expert in giving feedback than teachers who scored low on both PTE and GTE. They found that there was positive significant relationship between teacher behavior and teacher efficacy.

**Wangoo (1984)**, conducted a study on “Teacher Personality Correlation and Scholastic Competence as related to teacher effectiveness”. He concluded from his study that (i) intelligence and effective teaching are positively correlated (ii) humble teachers are more effective than teachers with assertive character.(iii) tough minded teachers have positive and significant co-relation with effective teaching than tender minded teachers (iv) teachers who possessed an experimental outlook are more successful than teachers with conservative outlook (v) teachers with group dependent attitude possessed positive and significant co-relation with effective teaching than self-sufficient and relaxed teachers.

**Haddad (1985)**, in his study “Teacher Training: A Review of World Bank Experience” observed that experience of teachers as well as their academic qualifications indicate their effectiveness. Though it is not necessary that high qualifications leads to high efficiency, there seems to be a high need of knowledge and skills that teachers must possess for teaching different subjects at different levels.

**Doyle (1986)**, from his study “The classroom as an Ecological System” view classroom setting equivalent to an ecological system where the natural interaction between inhabitants (Teacher and students) and their environment take place. This ecological system has peculiar characteristics that shape behavior of students irrespective of how students are organized for learning in the particular methods adopted by teachers.
**Webb and Ashton (1987)** conducted a survey on teacher efficacy and found the factors that act as a threat to teacher effectiveness. They are: (i) Excessive role demands (ii) Inadequate salaries (iii) Uncertainty in job (iv) Lack of recognition (v) Moral decline of teachers.

**More (1988)** from his study “Analysis of Factors Influencing Motivation for Becoming Teachers”, reported the relationship between teaching effectiveness and personality traits and found intelligence was the most influential factor for effective teaching.

**Emmer and Hickman (1990)** adopted the Gibbson and Dembo instrument in their study “Teacher decision making as a function of efficacy, attribution, and reasoned action”. They studied the relationship between teaching efficacy and classroom management. They include subscales to measure efficacy in classroom management and discipline. They found that teacher who used positive strategies such as encouraging desirable student responses, through methods like encouragement, praise or rewards for classroom management scored high in PTE and subscale measurement.

**Biggs and Enochs (1990)** for their study “Toward the development of an elementary teacher’s science teaching efficacy belief instrument” developed science teaching efficacy belief instrument (STEBI) to measure efficacy of teaching science. They found personal science teaching efficacy (PSTE) factor and science teaching outcome expectancy (STOE) factor both contribute to science teaching efficacy. The two factors PSTE and STOE are uncorrelated. Those teachers with high sense of PSTE were found to spend more time for developing science concepts in students and enjoyed science activities where as those scored low on PSTE spent less time to teach science and used a text based approach.

**Ferguson (1991)** in his journal article “Playing for Public Education: New Evidence On How and Why Money Matters”, claims that factors like class, size, social background of students etc can influence effective teaching.

**Ross (1992)** from her study “Teacher efficacy and the effect of coaching on student achievement” declared that when teachers start to implement new strategies and practices at first their efficacy beliefs may decline than rebound to a higher level when
they see the new strategies are found to be effective and observe improvement in student performance.

**Hoy, W&Woolfolk (1993)** from their study “Teachers’ Sense of Efficacy and the Organizational Health of Schools” reported that in schools where teachers encourage and appreciate one another in their attitudes and interactions with their schools, and the administrators are responsive to teachers’ concerns helped in achieving greater teaching efficacy beliefs.

**Rancifer (1993)** from his study “Effective Classroom Management: A teaching Strategy for a Maturing Profession”, claims that effective teachers adopt effective classroom strategies, maintain order, instruct efficiently and promote appropriate student behavior.

**Mortimore (1994)**, from his study “School Effectiveness and Management of Effective Learning and Teaching” found that the effective teaching skills are as follows

1. Organizational skills needed to sort out material and sources of information
2. Analytic skills to breakdown complex to simple
3. Skills for synthesizing i.e. to build up ideas to arguments
4. Skills of presentation
5. Skill for conducting assessment
6. Managerial skills
7. Evaluative skill.

**Lopez (1995)** studied the “Relationship between Teacher Effectiveness and Classroom Experience of Teachers”. In his opinion, 6 to 7 years of classroom experience is required for the development of teaching skills and teacher attain maximum effectiveness after 18 to 19 years of teaching.

**Bandura (1997)** in his study “Self-efficacy: The exercise of control” developed teaching self-efficacy scale which included seven subscale, which help to measure instructional efficacy in decision making, disciplinary efficacy, efficacy in influencing school resources, efficacy to ensure parental involvement, efficacy to ensure community involvement and efficacy in creating a positive school climate. In his opinion as the teachers have to perform different task, different subjects to teach and work in different school and community climate, it is not necessary that there is uniformity in teacher’s sense of efficacy.
Cawley and Zimmaro (2000), conducting a study on “Students Evaluation of Innovative Teaching and Learning” six components for measuring teacher effectiveness was proposed. They are: (i) Well prepared (ii) Clear objectives (iii) Clear communication (iv) Fair students teacher interaction (v) Promote students participations (vi) provide timely feedback

Witcher and Onwnegbuzie (2000), in his study “Characteristics of Effective Teachers”, consider student centered practices, enthusiasm, effective classroom management, knowledge of subject matter and teaching methodology are most important qualities that effective teachers require.

Tschannen-Moran and Hoy (2001) developed Teachers sense of Efficacy Scale (TES) to measure teacher efficacy which include 24 items on a 9-point scale. They reported teacher’s sense of efficacy showed high positive significant relationship with teacher’s performance.

Beatrice Hope Benton Borghi (2006) conducted a descriptive research to explore the relationship among ‘Teachers’ sense of efficacy and collective inclusion efficacy’ and found that teachers sense of efficacy and collective inclusion efficacy had strong relationship with the variable teachers sense of inclusion efficacy.

Cheung, Hoi Yan (2008) conducted a study entitled “A Comparative Study of Hong Kong and Shanghai Primary In-service Teachers on their Teacher Effectiveness” The study was conducted on a sample of 725 Hong Kong and 575 Shanghai Primary in-service teachers. The study was aimed at comparing their effectiveness based on classroom teaching techniques, relationship with students and their parents’ communication skills, classroom, management efficacies and knowledge in information and communication technology. The teachers from Shanghai proved to be more effective in the factor such as relationship with students and parents and possessing good communication skills.

Dawson, Vaille (2008) conducted a research on “Use of information and Communication Technology by Early Career Science Teachers in Western Australia to Improve Teaching Efficacy”. The study was aimed at examining the extent to which teachers use ICT in science classroom and how far these helped in improving their
efficacy. The study revealed that the most frequently used ICTs were word processing, e-mail, internet research power point. The least used techniques include palm top computers, webpage design online discussions and virtual excursion. ICT uses were enhanced by factors like access to the computer, internet and teacher confidence. The inhibiting factors in using ICT were behavioral management issues and workload. The study concluded that use of ICT helped teachers in increasing their self efficacy.

Onderi; Henry; Croll, Paul (2009) conducted a study entitled “Teacher Self-Perception of Effectiveness: A study in a District of Kenya”. The aim of study was to explore the existing levels of self-perception of teachers about their effectiveness based on the demographic and professional variables. The study revealed that the respondents possessed a high self perception about their effectiveness and there was no significant relationship of their perception about effectiveness and their age, teaching experience or gender.

Lew, lee, Yuen (2010) researched on the topic titled “The use of constructivist Teaching Practices by Four New Secondary School Science Teachers: A Comparison of New Teachers and Experienced Constructivist Teachers”. The study revealed that experienced teachers who are recognized as effective constructivist teachers performed much better than new teachers in most of the sub categories of constructivist approach. But in some categories the new teachers outperformed the experienced teachers and achieved “Student Centered”. The findings support the fact that future educators should be taught the theory of constructivist and how to use it for effective teaching-learning process.

Moore-Hayes, Coleen (2011) conducted a study on “Technology Integration Preparedness and Its Influence on Teacher Efficacy”. The study using survey method was conducted on a sample of 350 in-service teachers of province Nova Scotia. The main objectives of the study were (i) to understand how far teachers possessed technology integration preparedness and (ii) to access the effect of technology integration preparedness in their efficacy in teaching. The quantitative, descriptive study revealed that there exists a statistically significant influence of their preparedness to integrate technology on teaching and teacher efficacy. But among the respondents the number of
teachers who possessed a high level of technology integration preparedness was very less, majority of the teachers possessed average technology integration preparedness. This categorization was based on first quartile (Q₁) and third quartile (Q₃) scores.

Qzder, Ha San (2011) had done a study entitled “Self Efficacy Beliefs of Novice Teachers and their Performance the classroom”. The study revealed that those teachers whose self-efficacy beliefs were high used different strategies of teaching such as “‘Varbal reprimands’ ‘reinforcement towards pupil achievement’, ‘interactive teaching methods’, ‘concrete exemplification’, ‘establishing classroom rules’ and routine jointly with students,” ‘multiple intelligence activities’ and usually supported extra activities.

Sorlie (2011), in the journal article “School Effectiveness and School Improvement” explains relationship between teacher efficacy and behavior of students in school. He conducted the study on a sample of 1100 teachers from 48 Norwegion Elementary Schools and found in the class the teachers who possessed high efficacy, problem behavior of students were considerably less.

Putney (2011) in the journal article “Developing Collective Classroom Efficacy” reported that the collective ‘efficacy’ enabled individual teachers to work effectively in problem situations.

Dibapile, Waitshega TefoSmitta (2012) studied “The Response of Botswana Junior Secondary School Teachers on the Teacher’s sense of Efficacy Scale (TSES)”. The focus of the study was to find out the correlation among teacher efficacy, classroom management and instructional strategies. Data collection was done by using survey method taking a stratified random sample of 1006 Botswana secondary school teachers. Pearson product moment correlation was used to analyze the data using statistical package for social science (SPSS). For teacher practice items, there was no significant relationship between positive and negative instructional strategies adopted by the teachers with regard to classroom management.

Safaa Mohammad Al-Hebaish (2012) Study was particularly aimed at investigating the correlation between general self-confidence and academic achievement on the oral presentation course. Participants were 53 undergraduate female English majors, from Taibah University. Data were collected through a General Self-Confidence
Questionnaire (GSCQ) and final evaluation grades in the Oral Presentation course. SPSS was used for analyzing data. The results revealed a positive, significant correlation between general self-confidence and academic achievement. Those who scored high in GSCQ also had high scores in the oral achievement test. Language instructors were recommended to enhance building up their students’ self-confidence in order to develop their oral performance achievement.

2.3 RELATED STUDIES ON PROFESSIONAL COMPETENCE OF TEACHERS

In earlier studies the term ‘Teaching competence’ was used to designate the researches which were aimed to identify and define teacher efficiency. Later on specific dimensions of competencies were formulated and elaborated studies were conducted which owe its roots to earlier studies. What seems to be the basis of the present practice and forms of studies on teaching competence are reviewed here.

In this research the professional competence of teachers has been studied in different dimensions such as competence in activity based teaching, competence in adopting child centered practices, competence in teaching learning material and display, competence in evaluation strategies and competence in adopting novel techniques. Moreover the influence of different demographic and professional variable on teaching competence is studied. Therefore in the review of related literature, studies related to all the above mentioned factors are included.

2.3.1 STUDIES CONDUCTED IN INDIA ON PROFESSIONAL COMPETENCE:

Prasad (1970), in his study entitled “Evaluation of Professional Efficiency of Primary School Teachers” evaluated professional efficiency of primary school teachers in school subjects and he found that educational qualification, job experience and attitude towards teaching had significant relationship with their professional efficiency.

Samantha Roy (1971) studied the relationship between teachers’ attitude and teachers’ efficiency and identified that superior efficiency goes with favorable attitude.

Passi and Lalitha (1976), from their study entitled “Becoming better Teacher-Microteaching Approach”, listed twenty one teaching competencies required in Indian
situations. They are grouped under the five major factors. They are 1) Planning skills, 2) Presentation skills, 3) Management skills, 4) closure skills and 5) Evaluation skills.

**Dixit (1977)** from his study entitled “A comparative study of job satisfaction among primary school teachers” had found the effect of varying scores of feedback upon general teaching competencies of teacher trainees and also found there was a positive relationship between socio-economic status and teaching competence. He reported that creative male teacher were more competent in teaching.

**Deshmukh (1979)** conducted a study entitled “An Analytical Study of Some Scholastic Achievement and Practices as Contributory Factors to Creative Ability”. He did an analytical study of creativity and teaching competence among secondary school teachers and found a small positive correlation between creativity and teaching competence.

**Mann (1980)** conducted a study on “Some Correlates of success in Teaching of Secondary School Teachers”. From his study, he reported that more competent teachers were significantly more expressive, ready to co-operate, bright and alert, efficient in abstract thinking, attentive to people, emotionally mature and realistic about life.

**Mathew (1980)** conducted a study entitled “Factorial Structure of Teaching Competence among Secondary School Teachers”. The aim of study was to identify desirable teaching competencies of a physics teacher considering the presage, process and product variables of competence. Two Approaches, i.e. Factor analyses as well as Content analysis involving student’s view were used to identify desirable competencies. He arrived at fourteen general teaching competencies. Some of them are competence of teachers’ concern for pupils, competence in using audio-visual aids, competence of professional perception, logical exposition, and competence in classroom management, competence in giving assignment, competence in initiating pupil participation etc.

**Rama (1980)** conducted a study on “Factorial Structure of Teaching Competencies among Secondary School Teachers”. The aim of the study was to analyze the teaching competence of secondary school physics teacher of class IX. He reported the general teaching competence included competencies like competence in using audiovisual
aids, competence in illustrating with numerous examples, competence in using variety of evaluation techniques, competence in achieving closure etc.

**Balachanan (1981)** undertook a study on professional competence and student evaluation of teaching the findings were: (i) The evaluative feedback on student rating helped teacher significantly to improve their teaching competence irrespective of sex or subject of teaching, (ii) self rating was significantly higher than the student ratings, (iii) the lowest performance of teacher on an average was with respect to encouraging discussions in the class and the best was with respect to punctuality.

**Passi and Sharma (1982)** conducted a study entitled “A Study on Teaching Competence of Secondary School Teachers”. The objectives of the study were (i) to study the relationship between teachers demographic variable like sex and age and their professional competence, (ii) to study the relationship between variables such as teachers attitude towards teaching, interest, teaching with intelligence and teaching competence, (iii) to study the relationship between teaching competence of secondary school teachers in terms of academic achievement and pupil liking of the teacher behavior of their teachers. They identified fourteen teaching competencies required for Hindi teachers at higher secondary level. The listed competencies included loud reading, asking questions, creating interest, improving pupils’ reading behavior, using relevant reinforcement, managing classroom etc. They found male and female teachers did not differ in competence. They found that there was a significant positive co-relation between teaching competencies and liking of their pupils of their teaching behavior.

**Pachauri (1983)** conducted a study entitled “Proficiency in Teaching as a Function of Personality Factors”. The aim of study was to find out the influence of personality factors on professional efficiency. He found that reserved, relaxed, adjusted, and controlled teachers were more competent in teaching than those who were outgoing, tensed and possessed more anxiety. Further less intelligent, imaginative and trusted teachers with high aggression were better interacting.

**Thakkar and Bhavsar (1984)** carried out a study of micro teaching skills upon general teaching competence of teacher trainees. The study concluded that micro teaching in simulated conditions improve competence of teacher trainees.
Chowdhary (1985) conducted a study “A factorial study of teaching competencies of teachers teaching English at the Secondary School level”. The study revealed that (i) there is a positive correlation of all the competencies with product variables (ii) competencies were influenced by locality of the school and (iii) educational qualification and sex were found to be related to teacher to teacher competencies.

Anuradha Joshi and Preethidhar Parje (1986) in their study “Personality, a Correlate of Teaching Competence” attempted to study the personality characteristics of teacher trainees. They concluded that those professionally competent teacher possess, so far as statistical significance is concerned, personality characteristics like boldness, confidence, imagination, experimentation, relaxed nature, reserved and possession of high self respect.

Prakasham (1986) studied effectiveness as a function of school organizational climate and teaching competence. In this study he observed: (i) teachers working in schools situated in urban areas were better than teachers of all other areas on both teaching competence as well as teacher effectiveness. (ii) No significant difference was found in the teacher competence and teacher effectiveness of the teacher working in the government and non-government schools in global term. (iii) No significant difference was observed between male and female teachers on the tests of teaching competence.

Goyal Pandey and Damayanti (1987) conducted a study on “General teaching competence and attitude of economics teachers teaching at higher secondary level”. The major findings of their study are. (i) Majority of teachers possess average or below average teaching competence where as the number of teachers who possess above average teaching competence is very low. (ii) The teaching competence of male and female teachers do not show any significant differences.

Sidhu Pyara Singh & Grewal (1991) studied about “Professional Competence of physical education teachers in relation to their intelligence, emotional maturity and self esteem”. He found that positive significant relationship between all the three variables competence of physical education teachers.

Dorasami & Nirmala (1992) conducted a study on “The impact of differential training strategies on teaching competence of science and mathematics teachers”. They
found that the student teachers achieved higher performance and overall teaching competence by the training irrespective of their teaching subject.

**Bella Joseph (1999)** studied about “Professional competence and its impact on professional pleasure”. The major findings were: (i) there is no significant difference between male and female teachers of selected sample in possession of professional competence (ii) Educational and professional qualification influence professional competence (iii) Urban teachers are professionally more competent than the rural counterparts. (iv) Designation, age, and span of teaching experience influence professional competence where as type of management do not play a predominant role in influencing professional competence and professional pleasure. (v) There is a positive significant relationship between professional competence and professional pleasure.

**Bhat (1999)** conducted a study on “The discrepancy between competences expected and competences in practice among primary school teachers”. He found that there were thirty nine percent discrepancies between the expected competencies and competencies in practice. The competencies which were found not practiced by teachers included competence of teaching learning methods and competence of remedial instruction etc.

**Surenanath Babu (1999)** studied about “The psychological variables on teaching competence, in DPEP and Non DPEP districts”. The study revealed that (i) there is a significant relationship of personality factors on teaching competence (ii) Teacher motivation and teaching competence are positively correlated and (iii) there is a significant influence of attitudes of teachers on teaching competence.

**Sheik Allauddin (1999)** conducted study entitled “A Study of Creativity and its Impact on Professional Competence among Secondary School Teachers”. The aim of the study was to identify the relationship between teachers’ creativity and their professional competence. He also studied the effect of different demographic and professional variables on creativity and professional competence. From his studies, he concluded that (i) sex, age and type of management of schools do not influence professional competence, (ii) educational Qualification and type of institutions act as influencing factors to possess
more professional competence and (iii) high, positive, significant relationship prevails between creativity and professional competence.

**UdayKoundinya (1999)** conducted a study entitled ‘A study of Professional competence as a determinant factor in enhancing school effectiveness. The major findings of the study are: (i) male teachers are professionally more competent than female teachers (ii) teachers with high educational qualification and high designation are highly competent (iii) variables like age, locality and teaching experience do not influence professional competence and (iv) a high positive relationship exist between professional competence and professional pleasure.

**Farah (2001)** conducted a study of “Teaching competencies of teachers trained through the formal system of education and those through the distance education system” and concluded that teachers trained through formal system have significantly better subject matter knowledge where as regarding attitude towards teaching than those teachers trained through distance education system were better.

**SabiaBibi (2005)** conducted evaluation study of competence of secondary school teachers in Punjab. The study was conducted on a sample of 4000 secondary school teachers. The study revealed that: (i) highly competent teachers had dynamic personality and they performed their duties earnestly. (ii) They evaluated the work of students regularly using different techniques and were able to develop self-confidence in their students by encouraging them in cooperative and independent work. (iii) Majority of the highly competent teachers had ability of relating the lesson they taught to daily life through suitable examples. (iv) The reasons for weak competencies are due to excess of periods being taught, ineffective teaching methods and habit of imposing their own views and ideas to students. (v) Demographic variables had no significant influence on teaching competence.

**Kambhampati Prasad (2007)** studied about “The influence of competence of teachers on their English Teaching Ability”. The major findings of his study are: (i) there is a high significant positive relationship between teaching competence of teachers and their ability to teach English Language. (ii) Teaching Aptitude of teachers and teaching competence have significant positive correlation. (iii) There is a significant positive
relationship between motivation and competence. (iv) There is a significant difference in teaching competence of male and female teachers and (v) there is no significant relationship between teaching competence and academic qualification of teachers.

**Syeeda Shanavaz (2007)** conducted “A Comparative Study of Primary Teachers’ Competences Belonging of DEEP and Non DPEP District of Karnataka”. She concluded that (i) Non-DPEP teachers were possessing better teaching competences than the teachers of DEPE districts (ii) male teachers were found to be more competent than female teachers and (iii) teachers competence is not influenced by length of experiences, locality and type of management of school.

**Gyanenanath Tiwari (2009)** carried out his research on “Evolving competence based curriculum in science education for in-service primary school teachers”. He found out 136 content related and 152 transactions related specific competences for teaching sciences at primary level. In-service teachers were lacking many of these competencies and he suggested adequate training programmed for development of required competencies among teachers.

**Kanakala Jayaram (2010)** conducted a study on “The Impact of Professional Competence and Creativity on Professional Pleasure”. The aim of the study was to identify the relationship among the three variables creativity, professional competence and professional pleasure. The influence of various socio demographic and professional variables on the above aspects was also analyzed. The major findings of his study are (i) there is a significant positive correlation between creativity and professional competence (ii) Professional competence has significant positive correlation with professional pleasure and (iii) Demographic variables like age, sex and locality do not influence professional competence.

**2.3.2 STUDIES CONDUCTED ABROAD ON PROFESSIONAL COMPETENCE:**

**Barr (1961)** conducted studies on “Professional competence and teacher effectiveness and mentioned six criteria for identifying an effective teacher”. They are (i) in-service teaching, (ii) Peer Rating (iii) Pupil rating (iv) Pupil gain Score (v) Composite Test score and (vi) practice teaching grid.
Gray and Gerrard (1977) conducted a study entitled “Learning by Doing Development Teaching Skill”. They surveyed 264 in-service teachers and recommended sixteen teaching competencies. Some of the important competencies are (i) relationship with class (ii) flexibility (iii) ability to control the class (iv) personal adjustment and character (v) influence on students’ behavior (vi) student centered activities (vii) knowledge of subject matter (viii) ability to use inductive method and (ix) general knowledge and better understanding of educational facts.

There were researches who adopted more than one technique to determine the competence of teachers. Interviews as well as video-taping were used by Butzow and Qureshi (1978), Bramlett (1984) used interviews and questionnaire to conduct studies about teacher competencies.

Brown and Armstrong (1984) conducted a study entitled “Explaining and Explanation”. They identified the following basic skills of explanation required by a competent teacher. They are (i) clarity and fluency (ii) emphasis and interest (iii) using appropriate examples (iv) organization and (v) feedback.

Shulman (1986) in his study entitled “Those who understand: Knowledge Growth in teaching”, related three kinds of knowledge. (i) Content knowledge,(ii) Curriculum knowledge and (iii) Pedagogical content knowledge to professional competence of teachers. In his opinion teaching competence requires all these three kinds of knowledge.

Neville Bennet (1988), from his study entitled “The Effective Primary School Teacher the Search for ‘Theory’ of Pedagogy”, he listed the following competencies required for effective teaching. (i) Thorough knowledge of subject matter. (ii) Skill in diagnosis of subjects’ understanding levels. (iii) Ability to differentiate curriculum in relation to the range of pupil achievement (iv) Ability to monitor a number of classroom events and effective management.

Kulkreti (1990) from his study “A Study of Some Psychological Correlates of Successful Teachers”, found that more competent teachers as compared to less competent teachers have favorable attitude towards children, interest in teaching profession, high sense of social service, and high subject matter knowledge. He also found that urban teachers performed better than rural teachers.
Ukeje (1991) in his journal article “The Education of Teachers for a New Social Order” expresses the opinion about a competent teacher. According to him a competent teacher should present the lessons by adequate instructional communication principle and possess a good knowledge of subject matter, leadership qualities as well as scholarship to make improvements in his/her talents and should have technological skills.

Raudenbush (1993) researched on how to improve teacher competence”. He recommended in-service training and regular classroom supervision for improve teacher competencies.

Barnett (1994) from his study “The limits of competence, knowledge, higher education and society” reported that the concept of standardized competence is not possible as in a changing world the competencies which are considered worthwhile today may change its values tomorrow.

Grossman (1995) from his study”, A psychological View of Teacher-Teacher’s knowledge” reported that teachers’ knowledge has direct link to the teachers’ competencies. Teacher knowledge includes subject matter knowledge and general pedagogy. In his opinion lack of professional training would affect the level of teacher competence.

According to Popham (1997) measurement of teacher competence related to performance by the students is quite difficult, though the evaluation procedure largely depend on “output” of their students. The researchers Steyn (1999) Dimmock (1990) confirm the relationship between quality of pupil performances and competence of teachers. Bothe and Hite (2000) suggest that a competent teacher focuses on predetermined outcomes that are to be achieved as a result of learning process. Therefore to access competence of teachers, students’ learning out comes can be taken as a basis.

Pearlman and Tannenbuun (2000) from their study “Teacher Evaluation Practices” report that the teachers’ performance and students’ scores are linked together, there is no systematic result which claim the relation between the two in the U.S.A. in the view measurement of incompetence is rather possible compared to determination of competence.
**Westera (2001)** in his study “Competencies in Education” explained in detail about the different aspects of competence. In his opinion competence is a complex concept which can further be decomposed into sub competencies. In his opinion competence is a highly valued quality which involve the effective use of knowledge and different skills in different situation.

**Howie and Plomp (2005)** reported from their study entitled “Evaluating Students’ Achievements within Different Contexts” competence of a teacher is the most important factor in the educational process as a teacher can make up the deficiencies in the curriculum and other educational contexts.

**Ana Filipe Jose Passos (2009)** conducted her research on “Teacher Competence and its Effect on Pupil performance in Upper Primary School”. The teacher competence was studied regarding teacher training. Teacher’s characteristics: external teaching context internal teaching context, and pre-Existing Pupils’ Characteristics. The study revealed all the above mentioned factors of teaching competence influenced the pupil performance; the most important influence was that of pre-existing pupils’ characteristics.

**Naree Aware Achwarin (2009)** conducted a research entitled “The Study of Teaching Competence of Teachers at Schools in Three Southern Provinces of Thailand”. The survey type research was conducted through the distribution of questionnaires to a random sample of 750 teachers from secondary school under Basic Education Commission of Thailand. The researcher used self made questionnaire with Cranach’s Alpha Coefficient for reliability 0.96. The competence of teachers was studied on the basis of one aspect teacher-ship, psychology for teachers, classroom management, educational measurement and evaluation, educational innovations and language and technology for teachers. The study revealed that majority of teachers was highly competent. Among the nine factors they scored highest for ‘teacher-ship’, the intervening demographic variables had no significant influence on teaching competence.

**KiymetSelvi (2010)** express her views on competence of teachers in her study entitled “Teachers competencies and its general frame work”. She identified nine aspects of teaching competence as (i) Field competence (ii) research competence (iii) lifelong learning competence (iv) communication competence (v) curriculum competencies (vi)
information and communication technology competence (vii) social-cultural competencies (viii) emotional competencies and (ix) environmental competencies.

**Abdul Rahim Hamdan (2010)** conducted a study of “Teacher Competence among Malesian School Teachers”. The study was conducted taking a sample of 309 teachers belonging to different secondary schools in Johor Bahru. The study was aimed in determining their competencies with regard to their teaching skills, instructional strategies, classroom management and adoption of novel techniques for teaching and evaluation. The study revealed that all the teachers were competent and there existed a significant relationship of gender, teaching experience and specialization with their competence, where as academic qualification had no significant influence on their teaching competence.

**Liakopoulou, Maria (2011)** in the journal report “Teacher Pedagogical Competence as a pre-requisite for entering the profession”. The aim of the study was to review the relevant literature and research for recording that qualification which ensure teachers’ pedagogical competence at international level. They concluded that the evaluation of teaching pedagogical skills is difficult task and the monitoring of view points, attitude and beliefs, as well as abilities is even more complex. They opined that accessing teachers’ pedagogical procedure as competence is a complex and difficult procedure as competence involve acquisition of multiple skills and qualifications.

**Lozano, et al (2012)** in their journal article “Competencies in Higher Education’s: A critical Analysis from the capabilities Approach” make a critical analysis of the concept of teaching competence as it is being used is higher education. Also they share their views about the implications of incorporating the capabilities approach in learning and teaching in higher educations.

### 2.4 STUDIES ON EMOTIONAL COMPETENCE:

**Pamela W. Garner (2010)**’s article provides an interdisciplinary review of theory and research linking aspects of emotional competence to learning and school related outcomes across childhood. Aving upon work in development psychology, education psychology, and teacher education, this review also discusses the role of teachers in
socializing students’ emotions and considers the strategies and the challenges they face in regulating their own emotions in classroom context.

Priyanka & Sunita Mishra (2010) considered the study to assess the relationship to specific domains of life satisfaction with overall life satisfaction of elderly. The study is based upon sample of 400 elderly (200 urban samples and 200 semi urban samples) of age range 60 years and above. Life satisfaction index for the third age-short form(LSITA-SF) revised form of life satisfaction questionnaire developed and standardized by Neograten(1961) for measuring over all life satisfaction of elderly people and modified form of life satisfaction scale developed and standardized by (Mrs.) Promila Singh, & George Joseph(1971) was used for measuring life satisfaction for specific domains of life satisfaction. Results revealed that majority of elderly had low life satisfaction and more urban elderly reported for lower life satisfaction than semi urban elderly. Health, financial, family, social and personal satisfactions were related to overall life satisfaction of semi urban elderly and family, social and personal satisfaction were related to overall life satisfaction of urban elderly.

Delphine Nelis et-al (2011)’s study builds on earlier work showing that adults’ emotional competencies (EC) could be improved through a relatively brief training. In a set of 2 controlled experimental studies, the authors investigated whether developing EC could lead to improved emotional functioning; long-term personality changes; and important positive implications for physical, psychological, social, and work adjustment. Results of study one showed that 18 hr of training with e-mail follow-up was sufficient to significantly improve emotion regulation, emotion understanding, and overall EC. These changes led in turn to long-term significant increases in extraversion and agreeableness as well as a decrease in neuroticism. Results of study two showed that the development of EC brought about positive changes in psychological well-being, subjective health, quality of social relationship and employability. The effect sizes were sufficiently large for the changes to be considered as meaningful in people’s lives.

According to Nazneen Ahamed & Manika Ghosh (2012): Family is the first and probably the foremost training ground of attitude and normal values of human being.
It is here that the individuals learn his first lessons about what groups to disapprove, what to consider right or wrong and what to regard as virtue. This research is a comparative study related with moral values, social maturity and life satisfaction amongst male and female college students. Ethics and morality is an essential principle in every individual life. It is also found that life satisfaction is dependent on both moral values and social maturity of the students. Since they are the pillars of our future generation for their value pattern and social maturity reflects in their behavior, so the present study intends to correlate between these three variables and explore their relationship with each other with their environments to understand better adolescent’s behavior and their background in highlighting the reasons.

Kartar Singh Thakur and Sanjeev Kumar (2013) reported on mental health as a predictor of emotional competence of prospective teachers of science. The study was carried on 120 prospective teachers of science from four districts of Himachal Pradesh. The investigator used Scale of Emotional Competence (SEC) developed by Sharma and Bhardwaj (1998) to measure emotional competence while Mental Health Inventory developed by Jagdish and Srivastava (1996) was used to study the mental health of prospective teachers of science. The findings of study revealed that prospective teachers of science belonging to general and reserved categories were significantly different in their emotional competence. No significant difference was found in the emotional competence of high and low mentally healthy prospective teachers of science. The study also reported that no significant interactional effects were found between the variables.

Yakkala Madhsudhana Rao, Y. Kishore (2014) The present study was undertaken to study of emotional competence of inter university sports participants. 218 inter university sports participants studying higher education institution’ of Acharya Nagarjuna University area in the age of 20 to 25 years, were selected as subjects. The selected participants were described on the basis of variables of the study. For this study, independent variables are gender, type of institution, location, relative in sports, level of participation and nature of game and the dependent variable is emotional competence. To determine the variations among the selected demographic variables and the criterion variables such as Emotional competence, the analysis of variance for 2×2×3×2 factorial
experiment was used. Whenever the ‘F’ ratio for interaction was found to be significant, simple effect test was used as a post hoc test to determine which of the group was significant. It is concluded that the athletes of Government aided college are better than the athletes of Government College and Private College in emotional competence.

**Sushma Gupta & Asha Rani (2013)** the present research was conducted to study achievement motivation of senior secondary school students in relation to their self-confidence. The sample comprised of 100 students, 50 students from urban area and 50 students from rural area. The researcher had used descriptive method for collecting data and applied various statistical technique i.e. mean, standard deviations’, t-test and correlation for analyzing the data. The results showed that there exist significant differences between the urban and rural students of their achievement motivation and self-confidence. The study suggested that increase in achievement motivation scores leads to increase in self-confidence scores and vice-versa.

According to **B.P. Singh (2013)** Teacher adjustment means how far a teacher is satisfied with his school building, school administration, and discipline and time table of school, methods of teaching students, other teachers and head of institution. For this purpose a sample of 800 teachers both male and female working in urban and rural school of Haryana was taken. They were administered MTAI. The findings of the study indicate that there is a significant difference in result yielding teachers, male and female, working in rural and urban area, married and unmarried teachers. Teachers who are reasonably satisfied and adjusted are efficient and provide improvement in education. The level of adjustment of a teacher is directly linked with the efficiency in his work. The teacher besides intellectual activating, socially emerging and emotional integrating an individual, also takes the nation on the road of economic prosperity, social uplift, industrial advancement, vocational efficiency and cultural renaissance.

**T. Thilagavathy(2013)** studied adjustment and emotional intelligence of high school teachers. A good teacher is like a beacon light guiding his ship-load of students to the safe harbor of knowledge. So every teacher should have good adjustment and emotional intelligence. This study was conducted in Tiruvarur district in Tamil Nadu and
survey method was employed. Out of the samples, 150 were male and 100 were female teachers, 122 teachers from rural and 128 teacher from urban school and 131 teachers from government and 119 teachers from private schools were selected by random sampling technique. The investigator has found that there is a significant difference between adjustment of male and female teachers, rural and urban teachers. It is also found that there is a significant difference between emotional intelligence of male and female teachers and there is no significant difference between emotional intelligence of rural and urban teachers. It is also found that adjustment and emotional intelligence has a positive linear relationship.

According to Saini & Joshi (2013) teacher effectiveness is considered as the optimum level of efficiency and productivity on the part of the teacher. It is the ability of teacher to relate the learning activities to the developmental process of learner and to their current and immediate interests and needs. Effective teachers are perceived to be fully equipped naturally and professionally to lead the students to success in competitive world, as well as to inculcate in values that would make them exhibit behavior that are generally desirable and acceptable. The teachers’ adjustment levels vary in different situations. In this study a sample of 150 teachers has been selected and efforts have been made to find whether adjustment affects teacher effectiveness. Data were analyzed through t-test and it was found that there existed a significant relationship between teacher effectiveness and adjustment level of secondary school teachers.

According to Neha Kumari & Nishat Afroz (2013): A commitment refers to attachment and loyalty. An affective commitment is an employee’s emotional attachment to identification with and involvement in an organization. It influences personal characteristics, structural characteristics, and work experiences. The purpose of this is study was to analyze the role of affective commitment in employee’s life satisfaction. Life satisfaction is the embodiment of a global judgment about one’s life taken as a whole. It is positive evaluation of the condition of one’s life judgment. In this study sample includes 200 employees of NTPC of India from Sonbhaa District. The sample consisted of managerial employees who volunteered to participate in the study. The data have been analyzed by descriptive analysis, correlation, linear regression, and ANOVA.
The results were found that organizational affective commitment is highly significantly related with life satisfaction among managerial employees.

According to Nadeem N.A. & Gawher Ahmed Bhat (2014): A teacher has crucial role in imparting education. The quality of good professional competent teachers depends on some factor where the degree of level of adjustment presents in the school environment. The present study is carried out in Government Secondary Schools of district Pulwama and district Srinagar of Kashmir Division to know the gender, demographical and educational impact on teacher’s adjustment behavior. In this study it has been observed that there is significant difference between male, female and rural, urban Secondary School teachers. Sample for the study consists of Secondary School Teachers in which (100) from rural area and (100) from urban area. Adjustment of Secondary School Teachers was measured by Bell’s adjustment inventory.

Jakir Hussain Laskar & Sudershan Mishra (2014)’s investigator has selected two standardized tools for re-standardization pilot study: these two tools were developed to assess the emotional intelligence and adjustment of secondary school teachers. The present pilot studies are undertaken to test the emotional intelligence and adjustment inventories, what to be used for a larger study; for data collection. Pilot study serves as a guide for a larger study. Mangal’s (2008) Teachers Emotional Intelligence Inventory (TEQI) actually standardized at Noida. Mangal’s (1996) Teachers Adjustment Inventory also standardized at Rohtak was administered. To test their applicability under North-East Indian conditions in the larger sample; and whether these two inventories are fit for this situation. The pilot studies for re-standardization were conducted on huned secondary school teachers selected by simple random basis from the five different school of Kamrup Urban, Assam. On completing the tests the researcher found comfortable in administering and scoring all the tests. Subjects found emotional intelligence and adjustment are very simple and relevant to the daily life satisfaction of the teachers.

According to Kamal Mehrotra & Radha Dua (2014): Emotional competence refers to personal and social skills that lead to superior performance. Emotional competence and success are closely related to each other. Emotional competence is a
prerequisite for success; this important ability is influenced by many factors like environment, biological and psychological determinants, economic conditions of the family and many more. Emotionally competent person deals with the problems of day-today life as challenges and solves them in a positive manner. Here an effort has been made to study the emotional competence of higher secondary students. For this multistage random sampling was adopted. 600 students were randomly from 10 randomly selected higher secondary schools of two districts (Bareilly and Budaun) of Rohilkhand region (India). A standardized test was used emotional Competence scale (R.L. Bhardwaz and H.C. Sharma). This battery includes five dimensions i.e. Adequate depth of feelings, Adequate expression and control of emotions, Ability to functions with emotions, Ability to cope with problem emotions and Enhancement of positive emotions. This survey research leads us to a conclusion that students of class XI and XII show average level of emotional competence and also this ability of adolescents is influenced by gender and locality only on one dimension i.e. enhancement of positive emotions.

From the above discussed literature reviews it can be concluded that the concept of teaching competence and teacher effectiveness are complex and that there are many factors which contribute to these two variables. Though a large number of researches on these topics have been conducted, the studies conducted on higher secondary school teachers are very rare. Studies are limited mostly primary and secondary school teachers and teacher trainees.