## CHAPTER II

### REVIEW OF RELATED LITERATURE

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CHAPTER – II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Once a topic has been selected, the investigator is naturally eager for action. However, it is a mistake to rush headlong on to planning and carrying out the study before making a thorough survey of what is already known in the area of interest. The topic must be related to relevant knowledge in the field. It is important for educators, as it is for others engaged in research, to know how to locate, organize and use the literature in their field.

The Review of related literature involves the systematic identification, location, and analysis of documents containing information related to the research problem. The following stage serves several important functions:

1. Knowledge of related research enables investigators to define the frontiers of their field.
2. A thorough review of related theory and research enables researchers to place their questions in perspective.
3. Reviewing related literature helps researchers to limit their questions and to clarify and define the concept of the study.
4. A critical review of related literature often leads to insight into the reasons for contradictory results in an area.
5. Through studying related research, investigators learn which methodologies have been proved useful and which seem less promising.
6. A thorough search through related research avoids unintentional replication of previous studies.
7. The study of related literature places researchers in a better position to interpret the significance of their own result.

The aim of this chapter is to record briefly findings of a few research studies conducted on topics that are related to the topic under study. The present education system is explicit with continued emphasis on the development of teachers. It may be needed because; teachers’ task has become necessary to simplify the complex. The competencies and skills needed for a teacher have been identified through a lot of research studies. Man builds individual societal and national expectation of education and they are increasing and teaching which has acquired a new professional status. Hence, the studies of literatures related to his/her field of relevant areas are very essential for any investigator (Good, et al; 1941)

The investigator of the present study searched many articles, research reports, locating surveys, theses, information of dailies, covering weeklies, magazines, and so on and found that there is no work at the end conducted on professional development of teachers in relation with teachers’ job satisfaction and teachers’ self efficacy at higher secondary schools. Therefore, it is the pioneer study on the title. But some studies were conducted on professional development of teachers, Job satisfaction in teacher’s profession and self-efficacy work was carried on teaching area. Meanwhile there is no correlation study (or) any comparative work among the above said titles.

2.2 OBJECTIVES OF THE REVIEW OF RELATED LITERATURE

Review of the related literature guides the investigator to enquire the research studies in relevant field or area in which the investigator is joining to conduct the study. Review of literature is a back bone of research work. It serves several important functions.
Radhamohan & Parameswaran E.G (2003) have summed up these objectives as follows:

1. Research enables investigators to define the frontiers of their field or area.
2. The literature is for the purpose of finding a link between one’s study and the accumulated knowledge in one’s field of interest.
3. It helps researchers to revise their initial mind so that it can be investigated.
4. It enables the investigator to adopt proper research methods, use of appropriate instrument research designs and statistical analysis.
5. It helps to avoid unintentional replication of previous studies.
6. It provides places to interpret the significance of own result.

The review, thus, can help to get one started on a literature of related literature search.

2.3 THE SIGNIFICANCE OF REVIEW OF RELATED LITERATURE

The search for related literature should complete before the actual conduct of the study begins. A literature review is directly concerned with the selection of any problem and identification of gaps between the existing and expecting ideas. The contribution of previous studies in research field assumes special significance as major resources. It goes beyond the search for getting necessary information and distinguishes the relationships between the core literature and the field of interest. Review is an essential part to analyse documents containing information and data related to the research problem in a systematic manner.

2.4. STUDIES DONE IN INDIA ON PROFESSIONAL DEVELOPMENT OF TEACHERS

Rushton, J.P. Murray, H.G. Paunonen, S.V. (1983), addressed their views on personality, research creativity and teaching effectiveness in university professors. The
work has denoted that the effective teacher is best described as liberal, sociable, showing leadership, extraverted non-anxious objective supporting, non-authoritarian, non-defensive intelligent and aesthetically sensitive.

**Jeya Chitra, V.R. (1999),** has done a work on effectiveness of teacher orientation on cognitive perspectives on enhancing student’s academic achievement. She designed an objective to frame a suitable training program to orient teachers on cognitive perspectives. The work reveals that the orientation programme was conducted for the teachers to make awareness about cognitive perspectives. It would help to improve the student's academic achievement applying cognitive strategies in class rooms. So, it is important to conduct the orientation programme often to the teachers which will help to renew and improve the teaching competencies of the teachers.

**Shymala Muthusubramanian, and Loganathan Reddy, G. (2006),** revealed that a principal key task is to build a structure of relationship in the school so that all children have the opportunity to learn. To do this, principals must have and use professional knowledge and skills to create a school environment in which children can achieve their potentials with student achievement as the main focus of principal accountability; principals need to have training in professional development in instructional leadership and management. There is a need for organizing principal preparation programs and in-service programs for principals with the current realities of the job.

**Surinder Jit Kaur, and Harjit Kaur, (2006),** quoted that teacher’s efforts promote emotional intelligence among adolescent students. The major findings of the present study are in the expected directions and in favor of the hypotheses. The analysis of the total efforts shows that the efforts are maximum on the competency of interpersonal realm and very few on interpersonal realms. And again this percentage is
also far below the average. This is the stage of warning where teachers must realize that they are not doing sufficient efforts to promote emotional intelligence among adolescent students.

The schools and the teacher’s training institutes are urgently required to do some special efforts for the promotions of emotional intelligence of adolescents by training their teachers for the purpose and launching special programme for the same.

**Dakshinamurthy, K. (2007)**, conducted a study on an interaction effect of teachers, teaching effectiveness, teachers’ personality and teachers’ attitude on academic achievement in social science among students studying in secondary schools. This study was undertaken to study the teacher’s personality, attitude towards teaching profession and teaching effectiveness on achievement in social science and also to study the effect of higher and minimum qualification of teachers and effect of lower experienced teachers in relation with personality, attitude and teaching effectiveness in social science. The sample was taken randomly which comprised of 68 secondary schools (In which 19 government schools, 32 private aided and 17 private un-aided schools) from Dharwad district of Karnataka state. The investigator used stratified random sampling technique. 94 male and 56 female teachers, thus a total of 150 secondary school social science teachers, were selected. There were 450 students including 237 boys and 213 girls studying in class IX selected at random.

This study reveals that the teachers with introversion personality type influence high on the academic achievement of student in social science than the teachers with extraversion personality type. Teachers with favorable attitudes towards profession influence more on the academic achievement of students in social science than the teachers with unfavorable attitudes towards profession. The teachers with effective of teaching will influence higher on the academic achievement of students in social science than the teachers with in effective teaching,
Narayanan, V and Anto Boopalarayan, G. (2007), emphasized that there is a commitment of a professional teacher who is striving hard to motivate and inspire his / her students. An ideal teacher should be committed to his / her profession to be a successful teacher. Commitment is an unborn quality, which can be acquired by a teacher. It is a fact that commitment comes through experience but a teacher may acquire it even at the very beginning of the career.

The authors of this article have suggested that the professional teacher produces good citizens, keeping in mind the future welfare of the country. As per views of them, teachers’ role has been emerging on master of discipline, is expected to be responsible in his deeds. The responsibility, in this sense is dependent upon the existential relationship between the professional and the organization, since the professional teacher is not an independent practitioner. Professionalism demands that the practitioner should be the master of professional knowledge.

A professional teacher must possess his memory which covers what is said in the class and improve his power of concentration and nurture a passion to learn skill. Apart from that, kindness and accountability are in terms of measurable behavioral outcomes. Teachers are accountable for the achievement of specified performance by students. Teacher is an agent of change in classroom management and a lively guide who facilitates learning.

Mohd Akhtar Siddique, (2008), published an article, ‘Teachers Quality and Human Resource Development’. This article highlights the various endeavors made by the central and state governments to augment the quality of education, teacher preparation and professional development of teachers. Quality in education makes it relevant to the socio-economic and political contexts of the people and so it has now become the watch word of the world of education.
It may be rightly stressed that for proper development of human resources in a society, a sound and progressive education system which is effectively operationalized by its teachers is a necessary condition. In order that teachers continue to remain effective agents of human resource development, they have to be specifically prepared and regularly developed professionally. Initial training and later in-service professional development initiatives are a part of the teacher development which should spread over the entire professional life of a teacher. Teacher preparation led to strengthening of the existing position for teacher education and establishment of three tier teacher preparation arrangement at national, state and district levels. At school level, organization of the professional development programmes for teachers is the responsibility of various educational boards.

He has highlighted the various endeavors made by the central and state governments to augment the quality of education, teacher preparation and professional development of teachers. Quality education ensures development of competencies in an individual which empower him economically, socially, culturally and politically and thus enable him to participate in these processes successfully and satisfactorily. Teacher preparation, it is said that pre-service teacher preparation in the country, has now come to acquire a considerable strength both in terms of its institutional setting as well as in its curriculum. While emphasizing the need to revamp the initial preparation of teachers, the Programme of Action (POA 1986) and the revised POA (1992) had also stressed that to meet the challenges of the twenty-first country, the quality of education will have to be enhanced which could only be possible through continuous professional development of working teachers at school and higher education levels. For school teachers, regular program of in-service training were mooted and for college and university teachers, programes of initial orientation followed by a series of refresher courses were planned.
Sumangala, V. and Ushadevi, V.K. (2008), found women teachers’ attitude towards teaching profession and success in teaching. This brief survey reveals that secondary school women teachers in Kerala differ in their attitude towards teaching profession. Objectives of the study were to estimate the percentage of secondary school women teachers with high, average and low attitude towards teaching profession, to test whether attitude towards teaching profession is significantly different between successful and less successful secondary school women teachers and; and to test whether there is any significant relationship between attitude towards teaching profession and success in teaching among secondary school women teachers. Stratified sampling technique was adopted to collect data from three hundred secondary school women teachers belonging to ten districts of Kerala. The tools used were Scale of Attitude towards Teaching Profession (Poozhikuth, 1989) and Teaching Success Rating Scale (Mathai, 1991)

The results also suggest that among the successful teachers, the percentage of teachers with high attitude towards teaching profession is more and the percentage of teachers with low attitude towards teaching profession is less whereas among the less successful group the percentage of teachers with high attitude is less and that of low attitude towards teaching profession is more. This inverse variation in the percentage among successful and less successful groups suggests the possibility of the variable attitude towards teaching profession having effect on success in teaching. It is concluded that the study leads to favorable attitude towards teaching profession and significantly contributes to success in teaching.

Shoeb Abdullah, (2008), did a research work on Demographic, Academic and Professional Profile of Teacher Educators. From the views of this study, an average age of teacher educators (35 -40 yrs) has been decreased in comparison to the age reported
by earlier studies. In gender, this may be due to the fact that over the years, more women are going for higher education and subsequently the number of working women has increased, which may be true for all walks of life.

In academic record of majority of the teacher educators a distinct upswing is visible. This academic record has been improved as they have progressed from school to academic qualifications (B.A, M.A, B.Sc., M.Sc.) to professional qualifications (B.Ed., M.Ed.). However as compared to younger teacher educators the trend is more visible among comparatively older teachers. Majority of teacher educators have more than five years of experience as teacher educators, 75% have some experience of teaching in schools, whereas among those who joined teacher education institution during the last 5 years, the percentage of those with experience of teaching in school has gone down to 60%.

Majority of teacher educators (70%) feels that M.Ed. Programme has provided them more confidence to deal with their professional responsibilities effectively. This study concluded that almost all 90% teacher educator, who have never taught in a school, are of the opinion that it is not a handicap for them though it might have been helpful, whereas majority (70-75%) of the teacher educator who have taught in school before joining teacher education institutions feel that their previous experience helps them in providing general guidance to the students, but does not help significantly in teaching the actual syllabi.

Eugene Michael, P. (2008), conducted a study on occupational stress of teachers of different categories working in Chennai. This study is to be recommended for helping the women teachers to attend seminars (or) workshops outside the institutional activities and in promoting their education qualifications. It is hoped that the burden of women teachers may be lessened a little to possess a moderate...
occupational stress for a better and desired performance. Women teachers may be provided with additional facilities for rest and recreation. Management may have certain provisions to take care of the children of women teachers during the functioning of the institutions itself. The provision for crèche and pre-school education may be made available on the school campus itself.

Sunil Behari Mohanty, (2008), conducting a qualitative study, explored that teaching profession requires persons with appropriate aptitude for teaching and learning as well as attitude towards life and the teaching profession. The present study examined the characteristics of schools teachers and need, to be undertaken to formulate a variety of in-service teacher training programmes. Quality of teachers is the most important determining factor for quality of education. Research studies have shown positive association between student achievement and teacher academic skills, level of content knowledge, years of experience and participation in content related professional development opportunities (UIS, 2007).

This study also revealed that professional development of teacher educators is another important area. Academic staff colleges of UGC provide orientation and refresher courses for lecturers. But such type of courses do not exist for elementary and preprimary level teachers educators. SCERT conducts a few programmes. But those are not adequate. Follow up studies on such programmes may be of much help. In-service teacher education programmes have become necessary as modern developments in the field of education bring in changes in the curriculum from time to time. Besides various types of in-service programmes, nationalized in-service instructional materials programmes are being developed. Development of support programme model for in-service teachers and its experimentation may be of much help. Researchers need to study those institutions and explore the ways in which teachers prepare themselves adequately and effectively for tasks assigned to and expected of them.
Jeya Mukerji’s, (2009), article ‘Personality Transformation of Students – Anecdotal Experiences of Teachers’ envisaged that the children had created a world without boundaries in miniature. They wanted to work in the field of education and carry forward what they had learnt and known they know what it was to move with the flow of life, to evolve, to have minds that were free from all forms of images, prejudices and biases. The youth provides a valuable source for working with those among them with a serious quest for the meaning of life should be sought. This segment of the human population will supply the new generation, both teachers and parents, and therefore, it becomes important for them to have clarity of understanding intelligence and sensitivity.

Arora’s, G.L. (2009), article shows that every teacher must be committed to total development of the child’s personality as objectives of education; be prepared to work whole heartedly without any reservation for the achievement of the objectives; and develop the facility to chalk out strategies for the development of various aspects of child’s personality.

Shailendra Gupta, (2010), did a study ‘Teaching thinking strategies that work with students’. These are some of the strategies for helping children think and question. Questionings should be encouraged and the questions validated. Every opportunity to facilitate thinking should be utilized. It plays ground a proxy class, kitchen or school assembly. Every moment is right movement for thinking and children should see practicing thinking in all the walls of life. The children at schools homes, factories will be encouraged to generate ideas by thinking and questioning. Children should also be encouraged to ask questions.
Ved Prakash’s, (2010), article has reflected on vital areas of concern that have a crucial bearing on the continuing professional development and suggested some ways and means to transform our institutions in to learning organizations which is essentially required to cope with global obligations. Faculty development initiatives, in proper sense, are expected to help teachers overcome their professional inadequacies besides creating among them the culture of working collegially and collaboratively.

The central government may identify leading institutions of higher learning and entrust them with the responsibility of conceptualizing the scheme of faculty development in a professional and coordinated manner so that teachers get opportunities to learn about emerging concerns in their curricular areas, teaching strategies, research and innovations, providing differential treatments to diverse student populations and their responsibilities towards the society.

Manju Jain, (2010), did a field study, entitled ‘A study on the professional development of newly inducted teachers through teachers’ talk and narratives’. This study focuses how the professional growth and development of a teacher influences the quality of education. For this purpose, data were collected from two groups of teachers, one who had just joined the profession and other from the teacher who had well experienced. This work may be considered as a conversational method. The sample of teachers is in three categories of the elementary schools, i.e., government, government aided schools and Kendriya Vidyalayas of Delhi city in nine schools. In the study the first group of teachers is having experience of 0-2 years; the second group of teachers is having more than 15 years successful experience of teaching. The investigator framed two objectives’, namely (i) to understand the reasons for mismatch between teacher education programme and actual field situation of practicing teacher and other is to judge how teachers’ own stories/narratives/parallel stories improve their professional growth in the beginning years, and (ii) to derive some lucid and viable lesson from
narratives of successful teachers for further improvement of teacher education programmes.

The major findings of the study were based on the discussion with teachers keeping in view the objectives of the study. Almost all the new teachers reported that they had no idea how difficult teaching would be when they actually would enter the field. The analysis of teachers’ interviews had also pointed out that their principals and supervisors do not consider them effective if they are friendlier with children, flexible and democratic. Teachers expressed that the interactions among teachers of both the categories, new and experienced ones would bring about many advantages which are central to professional growth. This study considered the role of teacher who learns better from their peer group. The experienced teachers’ role in the school premises was found to be more useful than the role of teacher educators, who provide inputs more of prescriptive nature in group learning. To analyse the implications for in-service preparation, it is a continuum of professional development of teachers ‘sharing among themselves would increase the level of professional growth.

Dash, D. Misra, B. & Satapathy, M.K. (2010), did a study on Education for sustainable development. They explore their ideas in the objectives of the study; to quantify and assess the knowledge of pre-service and in-service Secondary School Teachers on Sustainable Development and its different dimensions, to compare the knowledge of Pre-service and in-service school teachers on sustainable development with relation to their subject background, place of resistance and socio-economic status, to find out the relation, if any, between teaching experience, age, and socio-economic status with knowledge on sustainable development for in-service secondary school teachers; and to study the perception of pre-service and in-service secondary school teachers about sustainable development in terms of its relevance to school curriculum.
This study reveals that secondary school (pre-service and in-service) teachers in general had moderate issues. Pre-service teachers understood the concepts better than in-service teachers. This could be possibly due to their exposure into the field of environmental problems / studies which has been a contemporary concern and forms a part of school and college curricula today (Chalarn, 1991).

Relationship between teaching experience and knowledge on sustainable development showed that teachers had some knowledge at the beginning of their career and there was further growth in their understanding with teaching experience. This reflected that in-service teachers used to gain basic knowledge through pre-service training and it’s further enhanced through teaching and learning in their career. Further analysis showed that besides pre-service training, other factors such as socio-economic condition, teaching experience, and age also contributed to certain extent for their knowledge.

Madhu Sahni’s (2011), article emphasized on improving quality of teachers: Why and How? Emphasing teacher educators have much to contribute to the development of quality amongst the teachers. This article concluded that teacher educators of today have to shoulder dual responsibilities. They have not only to nurture present day teachers but have also to prepare teachers for the future. It is the teacher alone who can do justice to the profession, to the students, to the academic community and to the nation as a whole. So he / she has to acquire professional competencies, commitment and empowerment to perform multiple tasks inside and outside the classroom. These and other similar steps would help to improve quality and performance of teacher educators, teachers and their students, on the one hand, and development of better human resources in the human society, on the other. One can
hope for the best in the days to come, to get a bunch of quality teachers in future who will look after the well being of the cause of education.

Amrita Maheswari, (2011), has done a study on professional commitment of school teachers. It denotes to a mindset reflecting loyalty and willingness to give one’s all to a particular person, principle or plan of action. A teachers’ commitment may be reflected with reference to the following six dimensions of her/his role or obligation ; commitment to learner, commitment to institution, commitment to work, commitment to achieving excellence, commitment to society and commitment to human values. The objectives of the study were to compare the degree of professional commitment of secondary teachers in relation to their sex and socio economic status. In order to achieve the objectives of the study, ex post facto research design has been chosen. It was decided to select a representative sample of 40 schools on the basis of the stratified cluster sampling technique. A composite questionnaire was used as a tool for data collection.

This study was drawn on the basis of findings. Male and female teachers were found to differ significantly on professional commitment. Female teachers were found to be more professionally committed as compared to male teachers. Mean scores show that, female teachers were more committed to learners than male teachers. Female teachers exhibited more commitment to institution and male and female teachers were alike on commitment to achieving excellence. Male and female teachers were found to be similar in their commitment to human values.

Socio - economic status was not found related to their professional commitment. Teachers belonging to low, middle and high socio - economic status were not found to differ significantly on commitment to society scores. Teachers of different socio - economic status were similar on commitment to institution and work. The difference
between mean commitments to achieving excellence scores of teachers coming from different socio-economic status was insignificant. Socio-economic status was not found a discriminator towards commitment to human values.

**Bijoy Kumar Panda, (2011),** has done a study on Management of Teachers – A comparative study of Madhya Pradesh and Karnataka. The present study reveals that most probably with the implementation of the Right to Education Bill Act, 2009, there will be better opportunities for the teachers in all the states. The RTE Act envisages in ensuring provision of all facilities to teachers adequately and ensures that they teach effectively. The entitlement of the teachers such as their qualifications, training and capacity building, etc, are to be taken care while ensuring all of their service conditions and motivation aspects as well.

The academic support through the BRCs and CRCs is good to those teachers who can be accountable to the system and need not work on an ad-hoc manner with low quality teachers as Para teachers. This para teacher system although in existence in many of the states, it is only a stop gap arrangement and once the recruitment of regular teachers’ is done, the para teachers’ contract ends.

**Priyanka Chopra, (2011),** studied ‘Decision Making Styles among Prospective Teachers’. The study found that there existed significant differences between the two groups with regard to decision making styles. It may be seen from results that science and arts prospective teachers were found to differ significantly in four out of five decision making styles.

Science stream group scored significantly higher than arts stream group in case of rational ($t = 4.55$) and dependent ($t = 3.36$) decision making styles and arts stream group surpassed science stream in case of intuitive ($t = 2.88$) and spontaneous ($t = 2.41$)
decision making styles. No significant difference however was observed in avoidant decision making style of prospective teachers belonging to science and arts stream.

Sura Basu, (2011), did a research work on teaching efficiency and mental health of primary school teachers. The present study examined that efficient teachers exhibited significantly better mental health as compared to the inefficient teachers. Self Developed Teaching Efficiency Scale was developed by Sura basu and Radha Dua. The study concluded that the mental health of the primary school teachers is significantly influenced by their teaching efficiency. Efficient teachers outscore their inefficient counterparts in terms of mental health when gender, length of teaching experience and locality are taken in to consideration. This will have two pronged benefits. At one level the quality of the teaching learning process will improve and secondly, the teachers with functional stress level ensure better mental health.

Premlata Maisnam, (2012), conducted the study which extends prior work on teaching aptitude of prospective teachers. The present study reflects that the mean scores in teaching aptitude of male and female are approximately the same level. Among the three dimensions of professional information, who has the highest value while the value of attitude towards children has the lowest value.

The result indicates that the student’s teachers of R.K.Sanatombi College of Education (Male and Female) have favorable aptitude and attitude towards children. It is found that there is no significant difference in their attitude towards children. The role of teachers have become very challenging, complex and demanding. The teachers have to keep in view the new concept of teaching and teacher education. The quality of teacher education can be improved by many methods. Via: improving the curriculum, improving the practice teaching, improving the technologies and so on. However, the
most important one seems to be the aptitude in teaching since it covers all the aspects of a teacher, ie, skills, attitude, talent and personality.

Ajay Kumar, B. Patil, (2012), examined the emotional intelligence competencies of secondary school teachers in relation to their qualifications and streams of teaching. This study reveals that secondary school teachers are equal in emotional intelligence competencies in relation to their qualifications and faculty. Regional and sub regional training workshops should be organized for secondary school teachers with a view to enhancing the orientation of different competencies of emotional intelligence. This will help to improve secondary school teachers’ performance in school and also helps to control the decline in education and strengthens educational process in accomplishing their main objectives.

Julie Eben, A and Annaraja, P. (2012), found Techno-Pedagogical Awareness of the Prospective Teachers. Objectives of the study were to study level of techno-pedagogical awareness of the prospective teachers with reference to gender and age and to find out the significant differences, if any, in the techno-pedagogical awareness of the prospective teachers with reference to gender and age.

In this study, the Techno-Pedagogical Awareness Scale developed by the investigator and Annaraja was used. This article examines the majority of the men and women prospective teachers have awareness in techno-pedagogy only at average level in terms of using technology for writing lesson plan, technology for motivation, technology for presentation, technology for education and technology for guidance. The prospective teachers’ personal factor like their age reveals that they have average level of awareness in techno-pedagogy. Significant difference is found between men and women prospective teachers in terms of using for evaluation and techno for guidance. No significant difference is found between men and women in terms of using writing
lesson plan, motivation and presentation. No significant difference is found among teachers with different age in terms of using writing lesson plan, motivation, presentation and guidance, significant difference is found among, teachers with different age in terms of evaluation. It is evident from the result that prospective teachers who are below 25 years of age are energetic, enthusiastic and exemplary in using technology for assessment.

Beulah Bel Bency, P.B. & Nagarajan, K. (2012), worked on Emotional Intelligence of Prospective Teachers. The finding of the study was that there is significant difference in the self concept of prospective teachers with regard to educational qualifications. Prospective teachers having educational qualifications post graduate had more self concept than under graduate teachers. There were no significant differences in the self concept of prospective teachers with regard to type of administration and type of schools.

Aruna, V. and Bhanusree, (2012), published an article ‘making teaching an exciting career, being a teacher is the most rewarding job in the world’. Teaching is not at all a bed of roses for them. It is not uncommon for a teacher to be confronted with hard problems and tough situations. And that is why these measures are in place to reward each and every teacher for conquering the challenges and for their unwavering dedication with the greater career options, professional development, and more flexibility in managing their career and personal values.

Salini, K.J. (2012), examined the professional ethics of teachers towards students. Teachers should respect students as individual capable of intellectual activity and provide them with opportunities to engage in curricular as well as co-curricular activities. Teachers should plan carefully and extensively and view each lesson as a
hypothetical construct. Teachers should respect the right and dignity of the student in expressing his/her own options.

**Parua, R.K. (2012)**, conducted a study to determine the effects of professional development programme on the attitudes of pre-service teachers towards students with special needs. The intervention programme was conducted in six weeks for the pre-service teachers. The sample consisted of 42 pre-service teachers studying bachelor degree programme of special education. The overall findings suggest that after participating in the professional development programme, attitudes were even more positive among teachers. Specifically, results of pre-post mean comparisons were statistically significant for all the developmental factors including academic, cognitive, emotional and social.

Pre – post survey results provided encouraging evidence that pre-service teachers had positive attitudes towards students with special needs. These results were meaningful because they show that pre-service teachers found the experience of teaching students with special needs more comfortable after their involvement in professional development programme. The findings of this study are consistent with the study by Henning and Mitchell (2002) that reported improved attitudes towards students with exceptional learning needs when pre-service teachers were required to adapt lessons reflect on improving their own practices and collaborate with general education and special education teachers about curriculum.

The findings of improvement in pre-service teachers’ attitude also suggest increased opportunities for pre-service teachers to achieve and apply specific knowledge and skills which are very helpful for the students with special needs.
Noora Abdul Kader, (2012), has done the research work on Teacher mentoring: A study is a catalyst to a successful future for novice secondary school English teachers. The work emphasised that certain factors have hindered the implementation of teacher mentoring programme viz: problems in selecting the mentors, lack of coordination and teachers attitude, the proper selection of mentors along with proper orientation regarding the benefits of teachers’ mentoring programs. Teacher mentoring programs in secondary schools should be successful so that the teacher could be at their profession with proper mental health and positive attitude. Teacher mentoring with proper planning may help them to overcome the hurdles, as there are evidences of success stories of teacher’s mentoring programs in many countries.

Rachna Jain, (2012), has undertaken the study with the objective to compare the attitudes of teachers towards teaching profession who have been trained through formal and distance mode with respect to type of school and teaching experience. A standardized attitude scale developed by Goyal (1984), was used profitably for measuring attitude of teachers towards teaching. The scale consists of 22 items. Ten items are favorable, ten items are unfavorable and the remaining two are neutral towards teaching. The scale was administered with 75 teachers trained through distance mode teaching in secondary classes of Delhi Schools to collect the data. There was significant difference in the attitude towards teaching profession of government and private school teachers. The private school teachers have more favorable attitude towards teaching profession as compared to government school teachers. Though both the groups were trained through distance mode, less experienced teachers have more favorable attitude towards teaching profession as compared to more experienced teachers.
Amzad Hussain Mazumdar, (2012), in the research article, explores teaching effectiveness of teachers in relation to their job satisfaction. The objectives of the article are to know the relationship of job satisfaction of teachers with their teaching effectiveness and also to know the relationship and differences in between male and female teacher in regards to their job-satisfaction. This article reveals that a job-satisfaction influences on teaching effectiveness. They can know the different factors, responsible for job-satisfaction of teachers working in different levels according to the personal characteristics, environmental, geographical conditions, socio-economic conditions, etc, which will help in improving the teaching effectiveness.

Bhavana Anand and Himani Anand, (2012), did a research work on of Personality Traits in Determining Teacher Effectiveness. The objectives of the study were: i) to study the relationship among personality traits and teacher effectiveness. ii) to study the contribution of personality traits in the determination of teacher effectiveness. This study shows that personality traits effectively works on facilitating teaching effectiveness of a teacher. Though individuality, methods of teaching persons’ intelligence, devotions, faith and attitudes also affect teaching quality. Activity level plays an important role to determine the teaching effectiveness. So they said that teaching effectiveness depends upon the overall personality and its traits. Teacher performance is influenced by the teachers’ personality characteristics.

Sharvan kumar and Harleen kaur, (2012), in their article described teaching is affective engagement with self through continuous assessment and rejuvenation of teaching methods and approaches. Teaching is a delivering communication to teachers and always emphasizing learning than teaching because by learning the concepts students can easily apply all the applications of the subject. This article reveals how one should polish his/her soft skills for assessing the students in the classroom. The teachers
may use some techniques viz think-pair-share, three minute pause, recapitulations of
the topic, observation and face-to-face conversation. General soft skills reflect a
teachers’ personality in the part of physical appearance, body language, facial
expression, eye contact, movement and posture. These paralinguistic features highly
contribute to teacher effectiveness. The soft skills are a pleasant smile of teachers that
would reduce the student’s hesitation and make in creating an interactive classroom.
The teacher could save time when the ideas are illustrated and concepts explained by
audio-visual aids. Students should be kept in mind for attaining better result with multi
dimensional charts, matters displaying boards and graphic materials on slides.
Definitely it will help the teachers to attain maximum satisfaction in their professional
period. Authors of the article promote and emphasize ideas by nurturing reflecting
mind through KWL chart. This chart considered that what the student would be able to
learn better, what the student wants to learn actually and what the student has already
learnt about topic. These are the paralinguistic features that make a difference between
a veteran teacher and a prospective teacher for better output teaching.

Jahitha Begum, A. and Mahesh Bhargava, (2013), deliberated a few
conceptual ideas on professional development of language teachers through self
monitoring. This conceptual article explores some advantages of teachers’ self
monitoring. It is as follows: (1) It can also provide an objective account of one’s
teaching. (2) Self monitoring can help teachers better understand their own instructional
practices and make decisions about practices they are not aware of and might wish to
change. (3) Self monitoring activities are things a teacher can do in the privacy of his/
her own classroom and the information collected does not need to be shared with
others. (4) Teaching is a process of ongoing renewal and further development and self
monitoring can help to identify areas for improvement. (5) Monitory involves assessing
the current state or ongoing process of any aspect of learning and retrieval. Professional
development of language teachers occur through discussing with colleagues, findings out what they do and exchanging ideas with others at the grass roots level, there is a vibrant folk culture of teaching. New ideas of things to do in the classroom are passed from teacher to teacher, from school to school.

Abha Singh, & Ritu Modi, (2013), revealed some ideas on role of teachers’ positive attitude on students’ achievement. This attitude may enhance student’s morale, enthusiasm, will power and clear vision to the target. Positive attitude of the teacher can shape the students in positive way. For teachers to create positive relationship and good environment for their students, they should be emotionally stable. Definitely, positive attitude of teacher would improve the performance of the student. Teachers are the mentor and facilitator in building the personality as well as shaping career of the students.

Ranjani Blaji Iyer, (2013), conducted a correlation study between professional development and character education implementation. The study showed that teachers who understand and have had professional development in character education were more likely to implement character education strategies and skills in the classroom. The study is a set up in the effort of professional development to character education implementation with a goal of contributing to training and equipping future teachers for character education. Milson, (2003), noted that for the character education programme to be effective, professional development and training for teacher is needed. This study showed that, teachers who are open to professional development have higher chances of implementing character education in their class rooms.

Altaf Ahamed Khan, (2013), has done a research work on attitude of senior secondary private and government school teachers towards innovations of modern educational technology: He framed the objectives to investigate the study to evaluate
the role of modern education technology of secondary school level in Kashmir and to compare the government and private senior secondary school students on the following dimension of innovations of modern education technology.

a. Attitude towards implementation of modern education technology
b. Attitude towards provision of modern education technology
c. Attitude towards need of training of education technology
d. Modern educational technology for administration
e. Attitude towards impact of modern educational technology on professional development of principals and teachers. This research work found that there is significant difference on role of innovations of modern educational technology at present of senior secondary school level in Kashmir among government and private teachers of senior sec schools. Private teachers possess somewhat high mean as compared to the government schools teachers. No significant mean difference was found between the government and private teachers of senior secondary schools in attitude towards the possibility of implementing the innovations of modern educational technology. Significant mean difference was found between the government and private teachers of senior sec. schools in attitude towards the provision of modern educational technology at senior sec level in Kashmir, Private teacher’s poses somewhat high mean as compared to government teachers. There exists no significant mean difference between the government and private teachers of senior section schools on attitude towards the need of the training using of modern education technology as a teaching tool. It was also found that there is significant mean difference between the government and private teachers in attitude towards the use of modern education technology for administration. Private teacher’s poses somewhat high mean as compared to the government teachers. There exists no significant mean difference
between the government and private teachers of senior secondary schools in attitude towards the impact of educational technology on professional development.

Loganathan Reddy, G. and Vijaya Anuradha, R. (2013), have done a research study on occupational stress and job performance of higher secondary teachers. The Main objectives of the study were, i) to find out the number and percentage of teachers falling under different levels of occupational stress and job performance ii) to find out the relationship between the occupational stress and job performance of teachers working at higher secondary level. The authors discussed that recognizing the manifestation of stress among teachers and identifying the major stressors could go a long way in tackling the menace of occupational stress while designing suitable stress coping mechanisms for teachers. A well designed stress reduction program addresses both the individuals as well as organizational levels. Some of the measures which could prove beneficial to teachers in coping with stress are improving self esteem building, self confidence, working on building emotional intelligence competencies, cognitive techniques, assertiveness training, relaxation training, practicing yoga and meditation exercising regularly, developing effective communicative skills, engaging in creative activities and so on.

Training programs should be implemented aiming at improving individual pre-requisites for high performance – more specifically, training should address knowledge and skills relevant for task accomplishment. Furthermore, exposing individuals to specific experiences are assumed to have a beneficial effect on individual’s job performance.

Naveen, K. Piplani, Ruchika Gunwal, & Dr. Namita, (2013), conducted a study on various motivational techniques to improve the quality of Education. The present study was to find out the impact of motivation techniques used by the heads of secondary schools upon the teachers. It was concluded that majority of the heads use
various motivational techniques to improve the quality of education in broad sense. It can be conclude that the appreciation on work and financial benefits as motivation techniques have the greatest impact on performance of teachers whereas strict attitude of heads and chiding on mistakes have the adverse impact on the performance of teachers.

**Victoria Naomi,G. and Revathi,M. (2013),** had done a research work on teaching competency of visually impaired teachers. The present study revealed that use of technology has positive correlation with a variety of teaching method, better student evaluation procedure and independency in teaching and movement. Technological revolution for the print and mobility accessibility for visually impaired persons would have avenues for the teaching profession which is promising job. Many studies state that visually impaired teachers are as competent as sighted teachers.

This study focused and concerned with assessment of teaching competency. Majority of the teachers were in the moderate level in their teaching skills. In teaching competency of male and female teachers, it indicates that the male and female teachers do not differ significantly. Therefore, it is concluded that the male and female teachers had same level of competency. In teaching competency of school, college/ university visually impaired teachers; it indicates that the teaching competency of college / university and school teachers did not differ significantly. It means that both group of teachers performed equally. It is concluded that the method of teaching followed by those who have mastery in subject is better than those lack mastery in subject.

**Kasinath, H.M. (2013),** did study to determine to what extent Humanistic Approaches to Teaching Strategies. Teachers’ are sensitive to student’s feelings and needs and inviting students to think about values and attitudes. Educators joined with psychologists in urging teachers to use humanistic approaches to instruction. The most prominent teaching strategies suggested by humanistic educators include role-playing,
simulation games, value clarification, Pass / Fail grading, problem ownership, and so on.

Babita Arora, (2013), did a study ‘Burnout in Teachers in relation to teacher effectiveness’. This research work investigates teacher effectiveness in relation with teacher's burnout. This work states that there is significant relation between burnout and teacher effectiveness of secondary school teachers. Emotional exhaustion and depersonalization dimensions of burn out thus have significant negative correlation with teacher effectiveness whereas personal accomplishment and the third dimension of burnout has significant positive correlation with teacher effectiveness. There is significant relation between burn out and teacher effectiveness with respect to gender and locale of secondary school teachers.

According to research findings, burnout can influence directly or indirectly the quality of work life within the school. School administrators should be careful about teachers for factors not only related to teachers’ burnout with teacher effectiveness, but also with what can be to improve the quality of work life in the school. The results of the study suggests that school administrators should be concerned with teachers’ burnout, as increasing burnout can adversely affect their effectiveness and perhaps the self - confidence of the teachers.

Singh, J.D. (2013), Total Quality Management is needed in Teacher Education. The faculty members being the most crucial factor in the teacher education process have colossal task to meet the faculty needs of the rapidly expanding teacher education system. There is an acute shortage of high quality teacher educators. Faculty selection should be made on merit only and compromises should not be the part of selection. Full time permanent faculty should be encouraged, so that they can devote full time for the organization. Faculty also has to be involved in the research activities. This is an urgent
need to plan a crash program to train teachers at selected teacher education institution (IASE/CTE) & also to limit the expansion of the system, to what is sustainable without sacrificing the faculty quality. The NAAC has been advocating the best practices benchmarking approach for quality enhancement in higher education. The NCTE and NAAC had signed an MOU on 16th August 2002 for raising quality of teacher education programmes and for enabling institutions in using their physical and instructional infrastructure optimally and professionally. To ensure quality in teacher education inclusion of ISO 9000 can be utilized. ISO 9000 is concerned with quality management. The institution should adhere to the quality standards set by national and international assessment and accreditation bodies. It concludes that, the global scenario expects skilled teachers to produce students with a versatile personality for which teacher education should be strengthened.

Naazli Shah, (2014), states that adequately trained teacher educators, who are well equipped to handle the demands of a changing educational scenario, must be appointed, as a good teacher ensures quality which is seriously lacking in our schools. A good teacher can ensure the opening of young, impressionable minds; hence a lot of responsibility rests on the teacher’s shoulders to ensure that the standards are maintained. A motivated teacher encourages pupils to aim high and can take them beyond the horizons of the text book.

Minati Saha, (2015), has discussed her views on creating humane teachers. NCFTE - 2009 has laid equal emphasis on creating professional and humane teachers. She observed in most of these documents professional aspects have been emphasized on teacher training programmes. Nowadays quality of education is thought to be directly proportional to performance of teaching and learning. Professional and humanitarian qualities are essential in teacher education. Professionalism equips
teacher for their job and humane qualities help to do their job well. At present teachers are very well aware of Academic Performance Indicators (API) scores; so teachers in-service are also conscious about their professional development. Teacher educators should make proper use of community outreach service as included in the B.Ed., curriculum. Teacher educators should know very well their own potency, authority and energy. Then only they can illuminate the lives of their trainees. Teaching for a positive future implies inspiring students to become leaders and change makers for creating a healthy, peaceful and sustainable world and Humane Education offers a way for teachers to do just that.

Ramesh Porika, (2015), has conducted a study on teaching competencies among the secondary school teachers of Warangal district in relation to certain variables. This study focused the job performance of teachers who need to possess a set of relevant attributes namely knowledge, skills and attitudes. In order to improve necessary innate skills and potentialities in the minds of learners, the teachers also need certain work performance and innovative instruction to make an effective classroom and manifesting of school profiles at harmonious level. The study of work has been pursuing the secondary school teachers teaching competencies. The investigator developed a self made teaching competency scale to measure their teaching competencies. He has considered certain variables in relation to gender, age, teaching experience, academic qualification, professional qualification, subject taught, cast, marital status, and type of management. According to the consideration of variables of this study, the investigator has formulated the objectives and hypotheses of the study.

The investigator has selected a suitable research method called survey method and simple random sampling technique was used. He used appropriate statistic technique like differential analysis to test the significance of hypotheses. This study
elicited that there is no difference between male and female teachers on teaching competencies. The summary of age wise mean difference of teachers on teaching competencies is significant at 0.01 levels. The result of teaching experience wise mean difference of teachers on teaching competencies is significant (‘F’ ratio = 4.3) at 0.05 level.

In the view of academic qualification of the teachers, the “t” value is found to be 1.29 which denotes no significant difference at 0.05 level. In the view of professional qualification the “t” value is 2.3 at 0.05 level of significant. The teachers possessing M.Ed., qualification are performing better than the B.Ed., qualified teachers. The summary of mean difference in subject taught is not significant and there is a significant difference among the cast group of teachers in their teaching competencies. The result of variable marital status of teachers is having significant difference (“t”=2.13) at 0.05 level. Married teachers performed better than un-married teachers in teaching competencies. In the view of localities, there is a significant difference between rural and urban teachers’ performance. Rural teachers have more teaching competencies than urban teachers and there is no significant difference between government and private school teachers in their teaching competencies. However the conclusion drawn from the study reveals certain important implications which are meaningful for the teacher’s curriculum designs and the educational administrators. The teachers should acquire some professional literatures to improve their knowledge and keep themselves abreast of latest trends and developments.

Vijayalakshmi, B. (2015), flourished her thoughts on teachers’ ingenious personality. Teaching is a complicated job today and reconstructs a new and better social pattern according to the changing needs of society. Faculty ingenious teachers with great professional passion are very rare. This article devotes the natural ability of
teachers. She spelled out the root word of teaching ‘taikjon’ which means show how the strategic power of teachers, are able to bring the best citizen with necessary skills to be succeeding life. She would like to draw outlay the qualities of teachers and how they are systematically prepared, well organized, well communicable and personable. Teachers’ job almost acquaints of possible network and, intellectual stamina which inspire students to tame well with perfection. This article explores the roles of teachers in six segmental, each having two roles with analogical relevance and lateral coincidence.

They are integrated with one another, such as: the information provider, the role model, the facilitator, the assessor, the planner and the resource developer. Each segment draws responsibility of the teachers, and laid privilege to the students’ progress.

Teachers are capable, but there are a few who are more than just capable. Teachers transform information, keeping assessment of the student and are therefore offline in terms of relationship with the students. Teachers possess a separate potentiality. Teachers plan to deliver the students achievement and evaluating the self realization for implementing the further improvement of the maximum level. They expanded the formats of learning resources to facilitate the complete pedagogical design. However a good teacher is not competent in all twelve roles. The article elicits a numerous characters of teachers which show the reliability in their career. It is the profession in which the relationship should be bonding strongly between the teachers and learners closely related to one another in their roles and responsibilities.
2.5 STUDIES DONE ABROAD ON PROFESSIONAL DEVELOPMENT:

Cripps Clark, J. and Walsh, J. (2002), highlights the model to effective teachers. This model emphasizes not only the domains of effective teaching which evolves the accessing abilities in pedagogical content knowledge but also taken in to consideration of teachers personal knowledge and knowledge of content. This model is an attempt to create a coherent outlay of effective teachers. It also interacts originality of knowledge with other attributes like physical, emotional, social and intellectual capacity. The analyzing personals of this work have marked up some components for a model to make up an effective teacher. They are content knowledge, pedagogical content knowledge, curriculum knowledge, knowledge of learners and their characteristics, educational values and educational contexts. The researchers have chosen to classify these characteristics into four clusters: content (discipline) knowledge, skills, knowledge of context and personal knowledge. The important construct of pedagogical content knowledge is classified in the interaction of discipline knowledge and pedagogical skills. Discipline knowledge is necessary component of most theories of teaching whether it connects with constructivism or even behaviorist. It has examined the difference between novice and expert teachers in how they store, access and use specific discipline knowledge. This knowledge is also a crucial prerequisite in the development of teacher’s self confidence.

Pedagogical knowledge is consisting primarily of knowledge about classroom management, the organization of classroom, assessment, methods for motivation of students, personal knowledge about the students and social interaction skills. The classroom school climate educational system and students can all significantly influence effectiveness of a teacher. A teacher who may be effective in one context may struggle in another. Any model of effective teaching must be situationally
Teachers’ personal qualities’ are significantly influenced in the overall picture of an effective teacher. There are code of behavior such as honesty, integrity, and self-belief which provide the platform for a trusting relationship between the teachers and their students. Self-efficacy beliefs are dominated by the effective teachers developing positive self-efficacy buildup over time by means of experience and self understanding. The teacher’s knowledge of context exists in a continual dialogue with actual context: classroom, school and community. The investigations presented here could be viewed as a frame from a movie of a teacher’s professional life with the relative significance of the components growing over time and in relation to the environment. The workers of this study suggested that it is not just this knowledge that teachers have in these domains but the way this knowledge overlaps and interacts both within the teachers and with the teachers’ physical, social, intellectual and emotional environment.

Wazim Khan, (2005), has done a survey on status of teacher education in Pakistan. This description brings out in specific terms the rationale underlying various programmes and structures of teacher training in Pakistan at some length.

The investigation of survey on in-service teacher education was to find out the training capacity of the institutions, their financial capability, their planning and management capacity, quality of the staff and physical facilities available. This survey gives a better feel of the entire ground situation on professional development programme. This survey showed that the positions of female teachers are less privileged in Punjab schools. During the year 1991-92, about 2000, secondary school teachers were invited to General Science and Mathematics courses. Of these, 1805 attended, giving a 90% attendance rate. The attendance rate of female teachers was comparatively low. 450 female teachers were invited for courses at different sub centre
but only 376 attended, giving an 83% attendance rate. Of 40 courses, only 9 or 25% were held for female teachers even though more than 30% of the province’s teachers were female. Thus, female teachers were less privileged than male teachers in gaining access to professional development.

The author suggests some beneficial package to the teachers, as a result indicated that teachers need to be given a special consideration, particularly in matters to remuneration and working conditions. They should be provided with adequate pre- and in-service training courses, characterized by efficacy, creativity and innovation. Distance education would open up vast opportunities, especially for working and prospective female teachers, particularly in remote areas.

Gamini Fonseka, E.A. (2005), presented a model for teachers of English in Sri Lanka and this is devoted exclusively to explicating the case of professionalism through alertness to innovation in the context of Sri Lanka. It concentrates on English language teachers who constitute a sizable segment in Sri Lanka’s teacher education scenario. It highlights the Sri Lanka’s requirement of promoting professionalization in teachers and teacher educators of English language.

In view of this situation, this article attempts to develop a model based on a reward - motivation - continuum that builds up close rapport between the institution and individual teachers concerned for boosting the teachers’ alertness to innovation so as to keep them content with their career, improve their professional outlook and make their teaching effective. She argues that even when teachers have ended up as English teachers, most of them do not cultivate the relevant professional and attitudinal requisites. Without achieving any academic or professional qualifications, they remain as fence-sitters, marking time either to get into another profession or to retire when they are mature in service. This model emphasized that professionalism is not simply a
goal concerned with only the teacher but that it is a goal common to both the teacher as an individual and as the institution as a body.

In the views of author, every teacher gets her professional things done through personal contacts. She has given some elite points to promote teacher’s professionalism, on the basis of the evaluation results, the respective teachers are rewarded for their efforts. Rewards are effective in motivating the teachers. Only when they are motivated by reward, they investigate the new knowledge in order to improve the quality of their teaching. Here it is realized that, when rewards are given to them only, the teachers maintain alertness to innovation and keep their professional spirit throughout their career.

Ashima Bath, (2010), focused paradigm shift in classroom interaction, she stressed her views. The classroom has now become the student rather than the teacher. Both teacher and text book are having combination of theory and life experiences. Modern education has transcended content found in text books. Student-centered teaching is not a Magicians’ bag of tricks. It’s about attitudes and relationships that need to be built and natured within conducive and enabling learning environments. Looking back in time to a satisfactory and successful career as an English and humanities teacher’s in several parts of India’s’ most respected schools including DAV public, Solan, American and the British schools, the author of this article prefer to describe herself as an ‘edutainer’ - a combination of educator and entertainer. Indeed she is fully convinced that it has to be part of every teacher’s persona. Humor is one of the teaching personalities which improve communication and group work. It promotes trust and confidence.
Teaching in residential schools is a special challenge as it provides teachers greater opportunity to shape, mould and develop the character and personalities of students. To the author of article, at the start of her career as a teacher in 1995, a wise mentor told her to leave all of emotional baggage outside the classroom doors as students pick their cues from the teachers. ‘Let’s’ never forget that negativity has a way of permeating every mind and as teachers they don’t need it in our classrooms’. She impressed her view that for the teaching has never been a profession, its’ been a vocation she knew from a very young age that. She wanted to teach, not so much to transfer knowledge but to learn continually through interaction with students of different age groups.

Finally 21st century teachers should not be constructing by the walls of their classrooms. Today the best teachers are facilitators who create conductive classroom and beyond learning environments, and prepare children for the complex workplaces of this country. Education has to continue because we are discharging the vitally important function of preparing the future generations to build, nurture and improve upon the socio-economic legacy that has been handed down to them.

Sarah Archibald, et al., (2011), addressed the aspect of the teacher support system for high quality professional learning activities that provide some access need to be extended to all teachers. This brief includes the following to help educational officials for selecting professional burning activities as learning resources viz: research summary factors influence during making discussion on resource allocation, evaluation methods various approaches and self assessment tools to detect and determine whether the teachers are in right track to ensuring high quality professional burning activities. This work identified some professional activities to enhance high quality of teachers that in order to influence student achievement and improved academic achievement at
higher levels in order to priorities of schools and teachers and then select appropriate activities of professional growth. This brief stressed the following characteristics teachers in relevant with professional development as alignment with school goals and improve in accordance with assessment of teachers professional experience for improving the school plan and needs of a diverse student society.

Every school focuses on teaching strategies which enhanced teacher’s excellence in teaching practice. It leads to improvement in student learning instructional practices were changed according to content and need of students. Teachers are also embedded with students and they are not isolated individuals. Professional learning communities render their service and catalyst for improving learning activities in collaborative setting feedback and follow up work may support sustained changes in teacher’s career which promotes healthy practice and change attached in what way they undergo teaching practice and how the students are learning in accordance with taught. This brief work highlights the need to schedule time and adequate amount of activities for these professional learning activities. Decision makers should consider funds spent and allocation of resources on this development in general and also consider the time used for training and coaching materials and other facilities transportation and tuition fees including conference fees. By and large there is a fulfillment of each and every imperative for succession excellence in professional development of teachers. It is main source for administrator and educational personnel’s to allocate the human powers material wares financial and the management of time to assist teachers that access high quality professional development. This brief has shown the promise for improving instruction and student learning and describes what factors determined when selecting professional tool approaches and other
attributes involved and impact to drive effective decision making about the allocation of resources.

It denotes new ways to think about resource allocation; and effective approaches to allocation decisions. They summed up five characteristics of high-quality professional developments as follows:

i) Alignment with school goals, state and district standards and assessments, and other professional learning activities including formative teacher education.

ii) Focus on core content and modeling of teaching strategies for the content.

iii) Inclusion of opportunities for active learning of new teaching strategies.

iv) Provision of opportunities for collaboration among teachers.

v) Inclusion of embedded follow-up and continuous feedback.

The above said marked by these characteristics support teacher buy-in and create the opportunity for teachers and schools to better meet student needs. The author further revealed that the factors of cost and time also influence the implantation of well-designed professional development. If the schools need sufficient allocation of cost and time, they would be expecting high quality among the teachers. Rigorous evaluations of investments in professional learning are essential to driving effective decision making about the allocation of resources. Design and evaluation of professional learning activities need to be informed by the context in which teachers engage students daily. Careful consideration of all these factors can lead to effective, sustainable professional learning experiences for all teachers and increased student achievement for all students.

Marlow Ediger, (2013), in his article, indicates that teachers may show leadership skills by assisting in establishing a professional library. A good approach in in-service education which is ongoing is for teachers to work cooperatively in
developing a professional library for teachers. This library may be used within an in-service education program (or) separately as teachers have time to read professional literature in the teaching of reading. During school time (or) at home reading the professional books should have as an objective for teachers to improve reading instruction. A team of teachers might then work with others on the same grade level (or) in a combination of grades such as the primary (or) intermediate grades. Methods of in-service education should be a motivating factor to improve reading instruction.

2.6. STUDIES DONE IN INDIA ON TEACHERS’ JOB SATISFACTION:

Gupta, S.P. (1980), had done a study on ‘A’ Study of Job Satisfaction at Three Levels of Teaching. The Objectives of the study were, (i) To measure the job satisfaction of primary teachers, secondary teachers, and college teachers. (ii) To find out the relationship between selected psychological variable and job satisfactions exhibited by primary school teachers, Secondary School teachers and college teachers. (iii) To compare the job satisfaction of teachers of different age groups. (iv) To compare the job satisfaction of teachers of different experience groups. The study revealed that needs of achievement, application and endurance were positively related while needs of autonomy, dominance and aggression were negatively related to the job satisfaction. Three types of teachers were almost equally satisfied with their job.

Royal, J.C. (1981), conducted a study of the Relationship among attitudes, job satisfaction, adjustment and professional interests of teacher educators in India. The main objectives of the study is to measure attitudes, job satisfaction, adjustment and professional interest of teacher educators of different categories based on sex, age, qualifications and experience. It was found that a large majority of the teacher educators were favorable, inclined this profession and were satisfied in the job. However, they were not well adjusted and had low professional interest. The attitude
and job satisfaction of different groups did not differ significantly. A study on job involvement and need pattern of primary school teachers in relation to teaching effectiveness, was done by Gupta U,(1981), It was found that in the case of rural males and urban females, job involvement was not significantly correlated with personal factors, while in the case of rural females and urban males, age and experience were significantly and positively correlated with job involvement. Teaching experience in rural males was positively and significantly correlated with job involvement.

Chopra, R.K. (1982), investigated the organizational climate of schools in relation to job satisfaction of the teachers and student’s achievement with the objectives to find out the overall job satisfaction climate. It was found that among the climates, the open climate schools showed the highest overall teacher job satisfaction followed by the autonomous familiar controlled, closed on personal climate schools respectively. Over all job satisfaction of the teachers in the open climate schools were significantly different form that the teachers in the closed and paternal climate school at 0.05 level. There was no significant relationship between teacher’s job satisfaction and students’ achievements.

Sri Vastava Shobba, (1986), carried out “A study on Job Satisfaction and Professional Honesty of primary school teachers with Necessary Suggestion” to examine the extent of Job Satisfaction and Professional Honesty among primary school teachers and to make suggestions for creating a suitable situation in primary schools in the above extent. It was found that the primary school teachers of the area were found to have high job satisfaction and professional honesty.

Dixit, M.A. (1986), designed a study on “A comparative study of job satisfaction among primary school teachers and secondary school teachers” to observe the effect of sex, teaching experience, and medium of instruction on the level of satisfaction with their profession. The research found that, in Hindi medium schools
primary school teachers were more satisfied than secondary school teachers. In English medium schools the job satisfaction among primary and secondary school teachers was the same. Female teachers were more satisfied than male teachers both at the primary and the secondary level. Among the secondary school teachers those with greater length of service were more satisfied.

**Sundara Rajan, S. and Minnalkodi, (1991),** made a study on Job satisfaction of teachers of Annamalai University, to find out if there is any significant difference between the men and women teachers in respect of their job satisfactions. It is found that there was no significant difference between male and female teachers with above 20 years of experience and below 20 years of experience at 0.01 confidential level.

**SundaraRajan.S and Sabesan.S, (1992),** have done a study on “Job satisfaction of high school teachers in relations to their attitude towards teaching of their environment” to find out the nature of relationship exiting between high school teachers’ attitude towards teaching and their job satisfaction and if there is any significant difference between any two categories of teachers taken at a time in respect of their attitude towards teaching of job involvement and job satisfaction. It was found that there was a significant and positive relationship between the teachers’ attitudes towards teaching and their job satisfaction. But no significant difference is found between any two categories of teachers taken at a time in respect of their attitude towards teaching, job involvement and job satisfaction.

**Panda, B.S. (1995),** had done a study on “Job satisfaction of college and hr. sec. teachers.” It was found that there is no significant difference in the degree of job satisfaction of male, female, experienced and inexperienced college and hr. sec. Teachers; this study corroborates the findings of Rao (1981).
Badhri, B.N. (1995), made a study on job satisfaction of school heads in Chengalpattu educational district. This study intended to find out if there is any significant difference in the job satisfaction of heads of high / higher secondary schools. It is found that there is no significant difference between the job satisfaction of rural and urban school heads, government, and private school heads and heads with above 20 years experience and below 20 years of experience at 0.01 confidential levels.

Abdul Salad, (1996), has undertaken a study of Organizational Climate of Government High Schools of Chandigarh and its effect on Job satisfaction of Teachers to identify the climate of scholars as well as the degree of job satisfaction of teachers and to determine whether a significant relationship existed between organizational climate and job satisfaction of teachers. It was found that teacher in more open climate schools enjoyed better job satisfaction than the teachers of less open climate schools. Teachers in more open climate schools enjoyed more job satisfaction with respect to principal than the teachers in less open climate schools. It was also stated that significant differences were found between teachers working in more open climate schools and teachers working in less open climate schools in the sub - scales, manager, society, emoluments and students.

Sarojini, V. (1996), had submitted her research work on Job satisfaction and Teacher morale among Teachers’ working in higher secondary school in Madurai city.

It is found that there existed a positive high correlation between teachers’ job satisfaction and morale. Especially women teachers have higher job satisfaction than the male teachers. It is also found that irrespective of the type of organization in which they are working, the level of teacher’s morale is same.

Katturaja, P. (1998), examines effectiveness of job satisfaction and human relations of teachers. The investigator felt that there is a possibility of promoting
punctuality and skills by giving appropriate training to the employees in any educational institutions and at the same time the institution may try to take steps to promote interpersonal relations, responsibility, morality and social distances among teachers in schools. The study also found its scope on how the manpower of teachers used to promote the achievement of students in higher secondary schools. The study showed that the variable of human relation and job satisfaction have significant relationships at the same time most of the group of teachers have highest level of job satisfaction and human relations except in the categories of male teachers, rural teachers, unmarried teachers in job satisfaction, married teachers in human relation and scheduled case and backward case teachers of Arandhangi Educational district. Further the findings revealed that the teachers having better interpersonal relationship or congenial atmosphere can promote satisfaction in their job and knowledge particularly if the human resources management is well maintained in proper way.

**Jasim Ahmed, (2007)**, denoted that teachers’ job satisfaction is a crucial factor in improving the quality of instruction. In fact the levels of job satisfaction of teachers, to a considerable extent assess the success of an educational institution. High academic and professional qualifications of teachers, no doubt can raise the standard of education as well of nation. But dissatisfied teachers, in spite of having a good and sound academic careers and professional training will do much harm than good because they will neither work whole heartedly nor will try to contribute anything to education.

If teachers are satisfied, they can definitely perform much better than they are performing in a condition of dissatisfaction. It is the sole responsibility of the government and educational authorities of schools to provide such job conditions and job returns to their teachers that make them satisfied.

He also revealed what factors affecting job satisfaction. They are payments, promotions, educational qualifications, job content, occupational level, work
conditions, benefits and co-operation of colleagues. These factors are belonging in two categories namely: Job intrinsic factors and job extrinsic factors. Those influenced more on ones’ jobs’ condition. If the employees are having job satisfaction, it leads to a minimum role of absenteeism, reduction in grievances, labor - turn over frustration and other problems. In case, dissatisfaction occur definitely it leads to low quality, low efficiency in their work conditions.

Gopala Krishnan, V. (2009), has done a study which aims at identifying the factors that determine job satisfaction of self -financing college teachers and found that job satisfaction depends upon the relationship and cordiality that exists between the principal and faculty members. This study was carried out by the use of a questionnaire to collect data from the respondent teachers. For quantitative analysis of the collected data, a few relevant and appropriate statistical tools such as percentage, mean, standard deviation, co-efficient of variation and “t” test were used for analysis. The investigator had identified a number of factors of job satisfaction namely principal, parents and students, physical facilities, self-esteem, salary and fringe benefits, opportunity for advancement, academic policies, Co-teachers, Management, and Job security. The obtained mean score of overall job satisfaction is 162.08 which is above the neutral point of 141. The ‘t’ value for the difference between the mean score and the neutral point is 18.49, and it is significant at 0.01 level. This indicates that the teachers were satisfied with their Job in general.

The investigator stressed upon the job satisfaction of teachers. Most of the self-financing colleges offer very little scope for professional progress of teachers. The management is more bothered about the results of the students than the academic advancements of the teachers. Teachers are rarely consulted by the management in major policy decisions. The study concluded that self-financing college teachers are satisfied with five factors namely principal, parents and students, physical facilities,
self-esteem and co-teachers. They are dissatisfied with five factors namely salary and fringe benefits, opportunity for advancement, academic policies, management and job security.

**Sylvester, J.M. (2010),** conducted a study on attitude towards teaching profession and job satisfaction of teachers. He found that the factors gender, educational qualifications and teaching experience of teacher educators have no impact on their attitude towards teaching profession.

**Arun Kumar Singh, (2010),** did ‘A study of academic record adjustment and attitude as correlates of job satisfaction among the central school teachers of Eastern Uttarpradesh’. This study was conducted on 500 central school teachers and the aim of the study was to assess job satisfaction, academic record, adjustment and attitude of central school teachers and to find out the relationship between the attitude and job satisfaction and other aspects and to find out the interaction effect of academic record, adjustment and attitude on the job satisfaction of central school teachers.

In this study, random, cluster and stratified sampling techniques were used to collect the sample. The tools used in this study for collecting the required information were S.K.Mangal’s Teacher Adjustment Inventory ii) Teacher Attitude Inventory developed by S.P.Ahluwalia iii) Job Satisfaction Inventory developed by R.S.Mishra, Manorama Tiwari and D.N.Pandey and iv) Academic Record Proforma developed by investigator. ‘F’ value for job satisfaction of PGTs, TGTs, PRTs and miscellaneous teachers are not significant at 0.05 levels of significance. Thus, it is clear that teachers working at different levels do not differ in their job satisfaction. It indicates that male central school teachers do not differ significantly from female central school teachers in their adjustment at 0.05 levels of significance. Therefore, it can be interpreted that both male and female central school teachers are almost equally adjusted. It is revealed that male central school teachers are having significantly more positive attitude towards
teaching than female central school teachers in designation wise. It is revealed that PGTs have significantly more favorable attitude towards teaching than TGTs, PRTs, and Miscellaneous Central school teachers.

Based upon the results related to objectives the central school teachers of eastern U.P are found to be satisfied with their job. However sex wise analysis showed that female teachers are less satisfied than males. Female teachers are found to be better in academic record than males but male teachers are having more favorable attitude towards teaching than female teachers. The correlation between job satisfaction and academic record, job satisfaction and adjustment and job satisfaction and attitude towards teaching in the central school teachers of eastern U.P are found to be positive and significant. They are not influenced by interaction effect of academic record, adjustment and attitude. Positive attitude leads to high level of job satisfaction; hence betterment of academic atmosphere of schools may be resulted.

**Vandana Mehra, and Harpreet Kaur, (2011),** conducted a study on job satisfaction among government and private secondary school teachers of various academic streams. This study comprised of 600 secondary school teachers selected randomly from Chandigarh. Out of these, 300 teachers were taken from government schools. Similarly 300 teachers were taken from private schools. The investigators used job satisfaction scale developed by Sigh and Sharma (1999), Descriptive method of research was employed and this method is concerned with surveying, describing and investigating the relationships that exist. For this purpose 2X3 ANOVA design was employed for data analysis. The investigators have taken to ensure that at least five teachers from each school belonging to three different academic stream, viz., Language, Mathematics and science and social science. This study revealed that ‘F’ ratio for various faculties (Language, Mathematics, science and social science) was
found to be significant for total scores on job satisfaction at 0.01 level of confidence. In order to elicit the results, Language and Mathematics and science teachers exhibited comparable job satisfaction. Social teacher exhibited better job satisfaction than mathematics and science and language teachers. It means that mathematics, science and language teachers of government schools exhibited comparable job satisfaction. Social science teachers exhibited more satisfaction than language, mathematics and science teachers of government schools. Language mathematics science and social science teachers of government exhibited greater hob satisfaction as compared to their private school counterparts.

The investigators of this study suggested some educational implications; It was found that teachers with high professionalism exhibited better job satisfaction than teachers with low professionalism. The school administration should provide time to teachers for ongoing professional development. They should be encouraged to participate in various programmes and enroll in various programmes and enroll themselves in distance education programme.

Kamow, B. (2013), did a study on job satisfaction among the primary teachers. The study is an attempt to assess the job satisfaction of primary teachers in relation to their working conditions. For this study, random sample method was used for collecting primary data; interview schedule was prepared to find out the job satisfaction of the primary teachers. Researcher used relevant statistical techniques like Chi-square test, Karl Pearson’s Correlation which revealed a positive relationship between the variables and the responses of the teacher. The age variable had elicited perfect positive relationship whereas the gender variable had established high relationship. The variable academic qualifications demonstrated low relationship. This study concluded that the
teachers liked their profession and enjoyed the work of teaching more leisure. Teachers have comparatively lower satisfaction with the emoluments in lieu of their service.

Gayatri Raina, (2014), did a research work on job satisfaction in army personnel. In the present research work, an attempt has been made to measure and compare the level of job satisfaction among personnel of higher and other ranks. She employed and selected the sample comprised of 30 higher rank and 30 other rank personnels. This is making a total sample of 60. She used job Satisfaction Scale developed and standardized by Srivastava (1996). For the purpose of statistical analysis ‘t’ test was administered to find out the significance of difference between the mean scores of the two groups of armed personnel on the eight dimensions of job satisfaction scale.

The research work clearly indicated that higher rank personnel are more satisfied with their jobs, as compared to other rank personnel. The results reveal that there is a significant difference between higher rank and other rank personnel on the dimension of salary incentives. As pay significantly affects the satisfaction level of the employers’ future, higher rank personal feel significantly a higher level of job security as compared to other ranks. It is also revealed that prestige of organization was significantly among higher rank personnel as compared to other ranks.

It can be concluded that though there existed a difference between the satisfactory level of higher and other ranks on almost every dimension of job satisfaction scale the mean difference were not too high. The greatest mean difference was found for the dimension of salary and the least difference was found for the dimension of junior-senior relationship.
**Muslim Uddin Akanda, (2014),** did a job Satisfaction of Teachers in Private and Public Secondary Schools a Comparative study of Assam and Bihar. The Present study was carried out with levels of job satisfaction of male and female secondary school teachers of Assam and Bihar and to compare the job satisfaction between the male and female secondary school teachers of Assam and Bihar. Author used Descriptive survey method from 200 secondary school teachers (100 male and 100 female). In the present study the Job Satisfaction Questionnaire for secondary school Teachers (JSQSST) constructed and standardized by Mohamed Rafi and Thotapally Anjaneyuler was used for data collection. Interpretation reveals that the levels of job satisfaction of the secondary school teachers was in the category of good as majority (41.5%) of the respondents scored between 18-23, which implies a good level of job satisfaction. To test null hypothesis, the ‘t’ value was computed for comparing the job satisfaction between the male and female teachers of secondary school in Assam and Bihar. It reveals that the computed ‘t’ value was found to be 0.74, which is much less than the critical value of ‘t’ (1.97) with 198 degrees of freedom (df) to be significant at 0.05% level. Hence it is not significant. Therefore the null hypothesis that “there is no significant difference between the job satisfaction of the male and female secondary school teachers of Assam and Bihar” was accepted.

**Sukanta Kumar Pradhan, (2015),** conducted a comparative study on job satisfaction and professional ethics of secondary school teachers. This study has been conducted on 80 secondary school teachers of West Siang district of Arunachal Pradesh. He formulated the objectives to study the job satisfaction and professional ethics of secondary school teachers in relation to variation in sex, variation in faculty, variations in locality and to study the differences and relationship between the job
satisfaction and professional ethics of secondary school teachers. The investigator has used the correlation method of study under the descriptive research design.

The investigator has used two questionnaires; Teachers’ Job Satisfaction Questionnaire developed by B. Subudhi and self developed questionnaire Teachers Professional Ethics’. These questionnaires were also designed to seek information about sex, locality, professional qualifications and discipline of the teachers. He analysed the data by using both descriptive and inferential statistics. From this study, it reveals that female teachers of secondary schools have better job satisfaction and professional ethics as compared to the male teachers. Sex and locality are deciding and determining factors in the level of job satisfaction and level of professional ethics of secondary school teachers. Rural teachers have poor level of professional ethics in comparison to the urban teachers. Training is not a determining factor between these variables. The author found that there is positive relationship between the two variables and teachers having high professional ethics tend to have high job satisfaction.

2.7. STUDIES DONE ABROAD ON TEACHERS’ JOB SATISFACTION:

Cortez, (1973), and Price, (1970), conducted a study and found female teachers were more satisfied in their job than male teachers. Start and Laundy (1973) conducted a study and found higher satisfaction in older teachers.

Pengnu, (1976), in his study on “Organisational climate and teacher morale in secondary schools in the central zone of south Thailand “had pointed out that,

i) 30.1% of the schools had low teacher morale.

ii) 36.6% schools had high teacher morale.

iii) 23.3% schools had average teacher morale.
Porwal, N.K. (1980), did a study on “Personality correlation of job satisfaction in higher secondary school Teachers” with the objectives to identify the personality traits of satisfied and dissatisfied teachers and to examine the impact of variable namely age, sex, marital status, length of service, scale of pay, location of the working place, type of management and extent of employment of their job satisfaction. He found that job satisfaction did not vary with different scale of pay. The teachers of government schools were more satisfied than the management school teachers and the unmarried teachers were more satisfied than the married teachers of both sexes.

Nevels, (1984), identified that a significant inverse relationship was found between teacher autonomy and the total job satisfaction of teachers. They received greater satisfaction from the intrinsic factors. Pay and chances for advancement were the greater sources of dissatisfaction among teachers.

Miller, R.I. (1984), found that achievement, recognition for achievement; work itself, responsibility and interpersonal relationships with peers were significant sources of instructions for the professional staff members of the curriculum and service.

Dianne Eilean, (1991), conducted “A study of the relationship between perceived organizational climate and reported job satisfaction for secondary public school teachers in five Midwestern high school.” It revealed that except one high school, there was a direct positive correlation between school scoring higher on the openness in day and general job satisfaction.

Muhammed Madi Bin Abdullah, et al.,(2007), examined the level and difference in the job satisfaction of 200 Sabah secondary school teachers with respect to the various teachers characteristics identified as gender, service category, job title, tenure and place of origin, A sample of teachers was selected from five secondary schools located in the Tawau region of Sabah. The primary data were collected by
means of survey questionnaires. The job satisfaction instrument was adopted from previous literature and it was found to be reliable and valid for this study.

The target population for the present study is government secondary school teachers in Sabah who had taught for at least one year. Both trained as well as non-trained teachers were included in the survey. The data were analysed by using the statistical package for social science (SPSS) for Ms Windows for personal computer program. In order to analyse the result the majority of the respondents (81%) had a high level of overall job satisfaction while 19% of the respondents had a low level of overall job satisfaction. This finding suggests that there are significant numbers of teachers who are not satisfied with their teaching job. The means of the present overall job satisfaction measure is 11.26 and its standard deviation is 1.99. This implies that Tawau, Sabah secondary school teachers in general are quite satisfied with their overall teaching job.

Based on the result of the t – test conducted, there is a significant difference between overall job satisfaction and gender. The mean score of male teachers was 11.8 compared to the female teachers of 10.81. Thus the overall job satisfaction of male teachers are found to be significantly higher than the female teachers. Based on the findings of this study the investigators concluded that the six dimensions selected have positives effects on teacher’s overall job satisfaction.

This study also shows that a significant difference in the exists overall job satisfaction between the two categories of teachers. It shows that graduate teachers are more satisfied with their job than non-graduate teachers. Based on the findings, there is a significant difference between teachers’ career stage and their mean overall satisfaction of teaching.
The investigation of this study implies the teachers who hold higher positions in their school reported higher satisfaction in their profession are compared to lower rank teachers. The teachers who hold the post of the department head had a very high mean overall job satisfaction with a mean score of 12.39. Generally, ordinary teachers had the lowest mean in overall satisfaction with their present teaching job (10.91). This finding also indicated that the longer serving teachers are more satisfied than those who served shorter periods, and there is no significant difference in the overall job satisfaction of those teachers originated from west Malaysia and those from Sabah.

Tanveer-Uz-Zaman, et al., (2011), made a study on job satisfaction of secondary school teachers working in the secondary schools at district sahiwal, the Punjab, Pakistan. The sample of 200 Secondary school teachers was taken randomly from sahiwal district. The response rate was 100% In order to collect required data for the study the Minnesota satisfaction questionnaire (MSQ) was used as a tool. The investigators of this study used SPSS-15(evaluation version) to analyze the obtained data. Mean score of twenty dimensions were calculated and t-test was also applied for the sake of comparison of job satisfaction of male-female and urban-rural teachers.

The purpose of this study was to explore the level of job satisfaction of secondary school teachers. The finding of the research shows that the secondary school teachers are satisfied with respect to the factors of the job i.e. achievement in the schools, different activities performed, authority in the school co workers relation, supervision regarding technical aspects and soon. The result of present study shows that male respondents were more satisfied with respect to their ability in utilization promotion opportunity, awareness and implementation of education policy, salary package creativity, Independence, recognition and working conditions. The respondents were from urban and rural area of district Sahiwal. They showed no significant
difference between the job satisfactions. On the basis of conclusion, it is recommended that elementary teachers may be provided with better salary package, rapid promotion, opportunities for creative work, recognition by the institutions.

Kayastha, D.P. and Kayastha, R. (2012), investigate the job satisfaction among teachers with particular reference to corporate, Higher secondary level school in Nepal. The job satisfactions that have been examined under this study include work pay co-workers, supervision and promotion job in general. The sample consists of a Government private and public higher secondary level school teacher from Kathmandu and Latipur District of Nepal. The investigators used a Questionnaire to explore the general level of job satisfaction among the teachers. Job Descriptive Index (JDI) was developed by Smith et.al. 1969. The sample for this study is based on the result interviews of 268 of teachers who are in the teaching staff of the secondary level school teachers of different cities of Nepal. Data for this investigation were collected by interview questionnaire which was structured in format and required approximately 15-30 minutes to administer.

In order to analyse the result, based on mean scores, the majority 57.0% (n=135) of the respondents scored above the mean score on the job satisfaction index indicating high levels of job satisfactions while 43% (N=103) scored below mean scores indicating low occupational stress. Results from this study also indicated that respondents reported high job satisfaction in people on their present job (M=41.7519) followed by having job in general (M=40.0742) and work (M=36.8189), whereas less satisfaction was indicated by pay with mean score of 18.8236.

This result shows that there is a significant relationship between job satisfaction variables among higher secondary level school Teachers. This study indicates that job satisfaction has a significant relationship with overall satisfaction. This study also
suggests that job satisfaction is associated with satisfaction towards work (r=0.721, P<.01), pay (r=0.539, P<.01), supervision (r=0.840, P<.01), Promotion (r=0.696, P<.01), co-workers (r=0.806, P<.01) and job in general (r=0.834, P<.01). The findings of this study indicate that higher secondary level school teachers were satisfied in their occupation especially in teaching profession in Nepal. The dominant sources of job satisfaction in higher secondary level school teachers in Nepal appear to be work, co worker, and job in general.

Aikaterini Gkolia, Dimitrios Belias, and Athanasios Koustelios, (2014), did the present study to provide a clear picture and investigate the relation between job satisfaction and self-efficacy of teachers. This study shows that different factors of teachers’ job satisfaction are related and have a positive influence on different factors of teachers’ efficacy. The investigators have derived some ideas on teachers’ job satisfaction and self-efficacy from bibliographical and research studies from different fields, mostly education. The purpose of the study is to provide critical review of the relation between job satisfaction and self-efficacy. They reviewed many theories and models of job satisfaction, measurement of job satisfaction, teachers’ self-efficacy and measurement of self-efficacy. In this study, job satisfaction has been categorized into two main factors namely, intrinsic and extrinsic. Based on these two factors, different instruments were developed. The most trustworthy instruments are JDI, MSQ, and ESI and TSI. The results of the above studies showed the importance of job satisfaction as a construct worthy of attention in the educational sciences. Self-efficacy has proven to be critical concern for research work. People who present a low level of personal efficacy are for a specific task, quit from difficult task and have weak commitment and low willingness to succeed.
The investigator stressed upon the future research is to test through empirical research whether teachers who are satisfied with their job and have high self-efficacy have a better impact on student’s performance. It is important to refer to the need of longitudinal approach in the investigation of the most significant factors that affect teacher’s job satisfaction. It could be helpful to explore factors that motivate teachers to get strong sense of self-efficacy and enhance job satisfaction using longitudinal studies.

This study addressing that implementing appropriate assistance for teachers in the frame of the school classroom, enhancing their skills and knowledge and improving their abilities may increase teachers’ confidence level of effectively managing a classroom, implementing instructional strategies and engaging students to the learning process, and improve teachers’ job satisfaction. Also the fact that the way teachers relate to individual learning capacity, it should be taken into consideration by the authorities of educational system policy makers in order to frame and appropriate conducive polices to enhance different professional development programs in order to provide teachers with suitable in-service activities to increase their potentiality in the teaching process.

2.8. STUDIES DONE IN INDIA ON TEACHER’S SELF-EFFICACY:

Amareswara Raju, M. and Samiullah, S. (2012), did a study on the relationship between the teachers’ self-efficacy and the academic performance of their students. The impact of gender and job tenure on teacher’s self-efficacy was also studied. 160 B.Ed., teachers working in Government and private B.Ed., Colleges constituted the sample of study. Banduras Teacher’s Self-Efficacy Scale was to assess the self-efficacy of the B.Ed., Students. The hypotheses which predicted significant relationship between teacher’s Self-efficacy and academic performance of the students was accepted as warranted by the results. It is concluded that higher the self-efficacy of
the teachers, higher would be the academic performance of the students. There would be significant difference between men and women teachers with regard to their self-efficacy. The hypothesis was not accepted as unwarranted by the results. It can be said that gender has no significant impact on the self-efficacy of teachers. And other result indicates teachers with long job tenure had obtained a mean score of 39.36 compared to the teachers with short job tenure whose mean value was 39.24. The result indicates that teachers with long job tenure have high self-efficacy compared with short job tenure.

Kasinath, H.M. (2014), described the theme teaching for Self-Efficacy. Teachers with a high sense of efficacy work harder, persist longer, and are less likely to experience burn out. Teacher’s sense of efficacy is higher in schools where the other teachers and administrators have high expectations for students and where teachers receive help from their principal in solving instructional and management problems. Efficacy grows from real success with students, so any experience or training that helps teacher to succeed in the day-to-day tasks of teaching will give them a foundation for developing a sense of efficacy in their career. There may be some benefits to lower efficacy, if this encourages teachers to pursue professional development and improvement.

Muhammed Amanulla, & A.M. Aruna, P.K. (2015), have investigated to study the relationship between Social Sensitivity and Teacher Efficacy of Higher Secondary School Teachers. For this study, the investigators used descriptive method with survey technique and used stratified random sampling technique to draw the sample of 500 higher secondary school teachers from three district of Kerala. Teachers Social Sensitivity Scale developed by Aruna and Prabha (2009) and Teacher Efficacy Scale developed by Aruna and Amanulla (2011) were used to collect the data. The
authors applied various statistical techniques like descriptive, differential and correlation analysis to analyse the data. The authors formulated objectives to study the extent of self-efficacy and social sensitivity in higher secondary school teachers of Kerala state. And also they analysed the differences in self-efficacy and social sensitivity among teachers as far as gender, type of management and teaching experience are concerned and in addition to study the relationship between these two variables. Hypotheses were framed according to objectives concerned. Investigators have drawn the results from the tables obtained. This work indicates that teaching experience is an influencing factor in the social sensitivity. Gender and type of management of schools significantly differ in teacher efficacy. So it is an influencing factor in the teacher efficacy. The difference is significant at 0.01 level (t = 3.04). They argued that the government school teachers have better teacher efficacy than their counterparts. In the views of investigators, gender and teaching experience are not influencing factors in the teacher’s efficacy. They concluded that these two variables are interrelated with each other. Relationship increased in the social sensitivity of teachers is positively related to the increase in the teacher efficacy of teachers. This work has recommended that higher secondary school teachers should be given opportunities to enhance their social sensitivity and thereby increase their professional development behavior. All teachers should have a good observation skill and praise the novice teachers through mentoring. Every one of the teachers should utilize every opportunity that helps in the development of teaching profession.

**Udaya Rekha, M. (2015)**, reveals the ideas on development of self-efficacy in several perspectives. She stands on self-efficacy that is the measure of one’s own ability to complete tasks and reach goals. The author observed several studies on teachers’ self-efficacy with strong sense of efficacy tend to exhibit greater levels of
planning, organization and enthusiasm. In the views of Albert Bandura, self-efficacy defines the belief in one’s capabilities to organize and execute the course of action required to manage prospective situations. Bandura identifies four factors affecting one’s self-efficacy namely enactive attainment, vicarious experience, manifests on social persuasion and instinct stressful situations. However some researchers have demonstrated self-efficacy can have an impact on every state of human beings through transformation of behavior. Bandura and others have found that an individual’s self-efficacy plays a major role in teaching profession and how the personalities will be achieved in their career successfully.

The author studied the work of Tshanhen – Moran and Wool folk (2011). It revealed that the teachers tend to be less critical with student who make errors and work longer and a student who is struggling. The study of Ross (1994) reported that teachers with higher levels of efficacy are more likely to learn and use new approaches and techniques for teaching, and given chance to under achievers. Self-efficacy is correlated with student outcomes if the teacher’s sense of efficacy is well in position. Teachers with a strong sense of efficacy in decision making, class room approaches, enlist to societal involvement tend to exhibit greater levels of planning and organization. This article discharged that teacher’s self-efficacy is associated with student achievement. Therefore it is essential and beneficial for planners and authorities to consider teacher’s psychological variables in positive manner.

2.9. STUDIES DONE ABROAD ON TEACHER’S SELF - EFFICACY:

Karen ‘Heidi’, L. Lewandoski, (2005), conducted a study of the relationship of teachers’ self-efficacy and the impact of leadership and professional development. This is a systematic study which included 17 rural elementary schools in the total sample throughout Western Pennsylvania. This research was to investigate how the
teachers’ self-efficacy affects the teachers’ leadership and experience of professional development. This survey consists of 30 numbers of schools totals of this survey to be 210 teachers and 30 principals in initial phase, 6 schools were chosen to continue with the study. The nature of school leadership survey was participating and returned by five schools except one in second phases.

Teachers are interviewed from five schools in phase three. For this study, phase one employed the Teacher Efficacy scale by Woolfolk and Hoy (1993). Phase two employed the nature of school Leadership survey developed by Leithwood (1997) which measures the leadership behavior of principal. In third phase, interview questions were constructed by the investigator of this work. The data were collected from the teachers working in western Pennsylvania Directory. SPSS software was used to analyze the self-efficacy and leadership data. The data were analyzed by using one-way ANOVA in phase one, ‘t’ test and point Bi-serial correlation was used to analyze the significance of mean difference between the groups of teachers in second phase, open ended questions were administered by interview questions in third phase. Only 57% of schools participated to determine teachers’ average self-efficacy score for each school, in phase one and 46% of schools were employed in phase two and 90% of school teachers participated through phone interviews in third phase. Overall school averages of teacher’s efficacy were 1.60 for schools with the highest efficacy mean to 2.91 for schools with lowest efficacy mean.

The finding of this study shows that teachers vary in the perception of their self-efficacy in first phase that means varying the degree of perceptions of self-efficacy does exist. School leadership survey intended to identify differences in responses between teachers of schools classified as high efficacy and low efficacy in phase two. In third phase, result indicated that there was no story categories emerged within the
each group of teachers for this reason results in each category were inconclusive. The investigator has considered some implications perceptions of teachers’ self-efficacy exist in varying digress which helps students’ achievement on high efficacy. Teachers’ professional development needs high self-efficacy benefit from current methods to implement in the classroom. Teachers with a high level of efficacy rely more heavily on their internal relationships and impact of leadership on these teachers’ self-efficacy may be minimal. To sum up this study, teachers with strong sense of self-efficacy would lead to enhance the student academic achievement and it tends to decrease the efficacy it would lead to minimize the level of achievement.

Dwana Patrice White, (2009), examined the difference in the effects of teacher efficacy on student achievement in Title 1 and non-title 1 schools within an urban district. The investigator of the study discovered if there is a relationship between a teachers’ efficacy level and achievement of students in title 1 and non-title 1 students. For this purpose he used the Teachers sense of Efficacy scale’ to Measure teachers’ efficacy level developed by Tschannen-Moran and Woolfolk-Hoy. This scale also measures the domains of main scale such as efficacy for instructional strategies, efficacy for classroom management. Here the fourth grade Virginia SOL English and math assessment were also used to measure student achievement.

This study explores that the level of teachers’ efficacy is impacted on at risk-students. The researcher also analyzed the level of personal efficacy in Title 1 and Non-Title 1 schools. This study involved a large urban school district in the Mid-Atlantic part of the country. This study was on approximately 35,000 students. The ethnic breakdown of the students consisted of 63.9 per cent African-American, 23.7 per cent Caucasian, 6 per cent unspecified, 3.9 per cent Hispanic, 2.4 per cent Asian and 0.02 per cent American Indian. This study covered 7.3 per cent of the total student
population and four the grade teachers from thirty-four of the thirty-five elementary schools in the large district. The sample included 2,492 student and 130 teachers. He used surveying questions for collecting data from teachers along with students. The researcher completed a non-experimental researcher completed a non-experimental research design for this survey. The study involved data collection in two component first component included Virginia standards of Learning Assessment for reading and mathematics, the second included the Teachers’ Sense of Efficacy Scale (TSES). The efficacy scales were mailed to administer in 34 elementary schools. Data were analyzed using the statistical package for the social science. The 24 item teacher efficacy scale was scored using a 9-point liker scale; any of the items were not scored reversely. The Pearson’s product-moment correlation was used to determine if a relationship exists between teachers efficacy and student achievement. ‘t’ test was used to determine whether or not a significant difference between the efficacy levels of teachers in two type of schools. Thirty-six per cent reported that they only have some influence to very little influence in their ability to adjust their lessons to the proper instructional level for each student. In order to efficacy for student engagement results indicated that non Title 1 teachers received the lowest mean scores for all teachers. Title 1 teachers did not feel as efficacious in their ability to motivate their most difficult students.

In the light of efficacy for classroom management, non-title 1 teachers mean score was higher in this dimension. In order to analyze the data, ANOVA technique was also used to determine the relationship between the overall teacher efficacies scores, efficacy for student engagement, efficacy for instructional strategies, efficacy for classroom management and student behavior. In a comparison of the total group of schools there was a statistically significant positive relationship between teacher efficacy and student achievement in the area of mathematics of the 0.05 level, positive
relationship between efficacy for instructional strategies and student achievement of 0.01 level. In mean time, there was no relationship between the student achievement and efficacy scores in non-title 1 schools. The ANOVA was used to compare significant relationship between the top and bottom quartile of the schools. To analyse, two-way, factorial ANOVA were performed and followed by the ‘F’ test analysis to determine the impact of teacher efficacy on reading achievement. This test indicated the presence of significant difference in reading achievement in Title 1 schools and no significant difference in top quartile and bottom quartile schools in math achievement for Title 1 and Non-Title 1 schools. The investigator suggested that high efficacy teachers believe that it is up to them to provide a wealth of strategies to reach students.

Waitshega Tefo Smitta Dibapile, (2012), conducted a study on teacher efficacy and classroom management among Botswana Junior Secondary school teachers. The investigator used the questionnaires and checklist for data collections. Therefore this study would reveal whether the teachers of Botswana having the level of efficacy and performing any relationship among the teachers and also used convenience sample of teachers available under some limitations of the study. It responses on the three subscale of the Teachers Sense of Efficacy Scale (TSES): Efficacy in student engagement, Instructional strategies and classroom management. The investigator collected data through survey method from 1006 Botswana participant. There were three types of section in data collection viz: demographic, instrumental item of scale and teachers practices after collection of data, the researcher administrated the statistical technique with Pearson-product moment correlation. All favorite correlations among the three subscales were statistically significant at 0.01 level (2 tailed) for instructional strategies and student engagement, r=.412 student engagement and classroom management r=.589, and instructional strategies and
classroom management, r=.589. In order to analyze the result, efficacy in student engagement showed significant results, and teachers with post graduate qualifications rated themselves higher than their colleagues in engaging students in learning. In the view of teaching practice there are significant relationships between the positive and negative practices reported by the teachers regarding class room management, student engagement and instructional strategies. Bonferroni adjustment which changed alpha from 0.05 to 0.017, showed no significant relationships.

The result of the present study for Botswana junior secondary school teachers is discussed. The subscales of demographic data were analysed using ANOVA technique. The result of the present study reveals that teachers who had a degree and postgraduate diploma in Education had higher mean scores in Efficacy in student engagement and qualifications than teachers with other qualifications. ANOVA result shows the significance level of 0.046(p<0.5). The difference in efficacy for student engagement by PGDE qualifications are impressive, it connected with 3-6 years experience and those with 7-9, showed a slight difference in engaging student learning because of the number of years they have in teaching with close to significance. There are other results that show trends towards significance. This study shows that the number of years the teachers have in their profession had an impact on their abilities to engage students in learning.

ANOVA results for efficacy for instructional strategies show a trend towards significance. Females in the present study employed instructional methods of teaching more than males. This study involved 590 females and 417 males. In Botswana, like other countries teaching has been preceded as a female profession and there are more female teachers in primary and secondary schools than males.
Teaching experience and classroom management subscale trend to significance result. Teachers with 12-21 year of teaching scored slightly higher than other teachers with classroom management. Teachers with 23 year of teaching experience have 76% more classroom management self-efficacy than do teachers who have less teaching experience. One way ANOVA shows no significant relationship among the three groups in efficacy for student engagement subscale. By and large this study showed that efficacy in student engagement and qualifications showed significant results. The results are not significant. Younger teachers are having lower mean scores than older teachers.

Mbuthian gujiri, Singh, P.N. (2012), conducted a study on the relationship between student’s motivation to learn mathematics and teacher’s self-efficiency. It was found that there is a significant gender difference in motivation to learn mathematics, favoring males. Student’s motivation to learn did not differ significantly with respect to locality. Teacher’s self-efficacy significantly contributed to the prediction of motivation to learn mathematics.

The investigators have adopted the descriptive survey method in the study. They selected sample for the study from twenty four randomly selected public secondary schools from Nakuru Country Region of Kenya. The sample included students from boy’s schools, girl schools and mixed schools. In all, a total of 493 secondary form students (256 males and 237 females) were randomly selected from the sample classes. For carrying out the study, the students Motivation to Learn Mathematics (MTL) scale (Keller, 2006) and Teacher’s Self-Efficacy in Mathematics (TSE) scale (Skaalvik and skaalvik, 2010) were used.
The result of the ‘t’ test indicates that there is a significant difference between male and female students in motivation to learn Mathematics, favoring males (HO₁ is rejected). The result of the ‘t’ test indicates that there is no significant difference between rural and urban students in motivation to learn Mathematics (HO₂). F value from ANOVA was significant at 0.05 levels. Teacher’s self-efficacy explained 3.5 percent of variance in motivation to learn Mathematics. The result of the F-ratio indicates that there is a significant contribution of teacher’s self-efficacy to the prediction of motivation to learn Mathematics of total sample (HO₃ is rejected). The findings of this study showed that male students had a significantly better motivation to learn Mathematics than female students. Therefore, Mathematics teachers should put more effort to ensure that both boys and girls are equally motivated.

There was no significant difference in motivation to learn Mathematics between rural and urban students and this is remarkable. Teacher’s Self-Efficacy significantly contributed to the prediction of motivations to learn Mathematics among secondary school teachers. Therefore, it emerges that teachers’ self-efficacy plays an important part in the development of student’s motivation to learn Mathematics among secondary school students in Kenya.

Geri Salinitri, et al.,(2013), have conducted a case study on effect on new teachers and their mentors. This case study provides insight in to the effect that mentoring, through the new teachers induction program has on the efficacy of prospective teachers and mentor teachers from one school board in southwestern Ontario. This case study discharges various roles of mentoring and their significant support to the prospective teachers. This study works is also explored to provide some rejuvenating ideas on the role of mentoring on the new teachers, the mentor and the induction person. New teacher induction program-NTIP is a model for global agenda.
The investigators used mixed methodology. Fifty-four out of 74 (73%) mentors and 83 out of 109 (76%) new teachers volunteered for the study from both the elementary and secondary panels. They considered the mentor’s experience from 5 year to 20 years experience. They used a pre/post test design to examine difference in teacher efficacy between newly hired teachers and mentors before and after the intervention of the NTIP. The investigators used Banduras’ teachers self-Efficacy scale (1997) to anal use the effect of induction program on teacher efficacy. This scale consists of 30 items which has seven sub scales: efficacy to influence decision making, efficacy to influence School resource, instructional efficacy, disciplinary efficacy, efficacy to enlist parental involvement, efficacy to enlist community involvement and efficacy to create a positive school climate. Each item is measured on a 5-point Likert’s scale.

The investigators were qualitatively using the tools of interview and questionnaires to explore what mentors and new teachers experienced in their participation of program for the data collection. The investigators conducted semi-structured, open-ended interview and online questionnaires for triangulation of this study. This case study chose the participants from one school board only as the limitations of the study. They used Wilcoxon signed Rank test for ordinal data. In statistical analysis of the data compare reported self-efficacy of both the new teachers and mentors at the beginning of the school year to the end of the school year with an alpha level of .05 based on the average score for the entire 30-Item scale, newly hired P=.001 and mentor P=0.014. This self reported efficacy for both groups demonstrated a significant changes following participation in the program. From the survey of teacher efficacy, it was confirming that both mentors and new teachers in on classroom management and assessment as the topics need a thorough debriefing and concerted effort from the program. The results from this study indicate that both groups benefited
overall from participating in the NTIP and mentoring program. Mentors showed significant gains in efficacy in key areas. This case study indicates that experienced teachers can increase efficacy through participation in professional development and by taking on roles of responsibility such as mentoring of new teachers. This case study measured the effectiveness of an NTIP of one school Board and found significant increases in the self-efficacy of both mentors and new teachers on more than one of the subscales of Bandura’s Teachers efficacy survey. This work urges to make every effort to promote and support programs that lead to increased student achievement and teachers’ careers in well position. While interpreting the result, the subscale 4 disciplinary self-efficacy $p=0.022$ and subscale 7 Efficacy to create a positive school climate $p=0.000$ showed significant difference. This study for both the pre-test and post-test were acceptable as coefficients. Alpha were 0.701 and 0.707 for subscale 4 and 0.882 and 0.885 for sub scale 7. Wilcoxon test showed significant differences between pretest and post test responses on three subscales for the newly hired group: decision making $P=0.000$, community involvement $P=0.046$ and create a positive school climate $P=0.000$. These subscales are internally consistent by using Mann-Whitney U test there is a significant differences between the newly hired and mentor group’s tests. The Mann-Whitney U test revealed differences in sub scale 1,2 and 6, the subscales 3,4 and 5 continued to show significant difference between the two groups. The investigators of this work have analyzed the questionnaires and interview transcription regarding the mentoring relationship and their strengths and weakness of the model as presented by the board. In order to analyse the both tools, there was a general consensus that geographic separation of the mentor and new teacher negatively impacted the development of a relationship.
Larry Beaucham, et al., (2014), conducted a project on exploring the development of teacher efficacy through professional learning experience. This study chose a mixed method design like longitudinal, fully mixed, concurrent research design. This project was considered longitudinal since data were collected from qualitative manner and quantitatively this study is testing hypotheses and examining relationships among variables. This work consisted of two phases. Phase-I refers to the qualitative data collection and phase-II refers to the separate but integrated quantitative questionnaire used to collect data. The investigators posed the following questions as research questions: i) How is teacher efficacy enhanced through professional learning as outlined by Joyce and Calhoun (2010). ii) How do teachers explain their efficacy in relation to professional learning? iii) What were teachers’ perceived learning goals in their professional learning experiences? iv) How are the sources of efficacy fostered through professional learning experiences? The investigators collected data over a two-year period using both qualitative and quantitative approaches. They performed preliminary data analysis for each phase in first year and performing integrative analyses for year two.

This work analyzed the results, the majority of comments from both sets of phase I focus groups conducted in year one, teachers expressed clearly and consistently that multiple forms of teachers-initiated or self-selected professional and collaborative learning had positively influenced their sense of self-efficacy and their schools’ efficacy. Joyce and Calhoun designed five models collaborative cooperative models, curricular and instructional change models, collaborative professional service models, conference or workshop models and Teacher imitated models. Of the five models, collaborative models were deemed the most effective and impactful for both self-efficacy and collective efficacy. When all three sections of phase I data were examined
for correlations with Joyce and Calhoun’s’ (2010) five modalities. Collaboration remained the most preferred model. This study emphasized that teachers noted the power of relationships in their work; positive collegial and collaborative relationships support teachers’ sense of self-efficacy and collective efficacy. All through collegial relation steps are difficult, this findings show that teachers who felt more connected to their peers felt more effective in addressing academicals perspectives. Findings of this work suggested that teachers wish to engage in collaborative activities. Teachers must be embedded with action research, collaborative work, and be engaged teachers in classroom issues like school planning instructional approaches and assessment of learning outcomes. The management of schools, and stalk holders can make an effort to redefine the concept of professional development and seek more agencies for effectual efficacy in their work. This study suggested to invite teachers to collaboratively outline the professional learning and build opportunities for best practices through learning and teaching resources.

Huy, P. Phan, (2014), did a study on Self Efficacy, Reflection and Achievement-Short Term Longitudinal Examination. This short-term longitudinal study involved the inclusion of personal self-efficacy and the 4 categories of reflective thinking practice within on conceptual framework. Using structural equation modeling, the author explored the temporally displaced effects of Prior performance (Time1) on self-efficacy (Time 2, Time 3) and the four categories of reflecting thinking (Time 4) and where these 2 theoretical constructs would influence academic performance (Time5)

Items of the Self-Efficacy subscale of the Motivated Strategies and Learning questionnaire (MSLQ: Pintrich, Smith, Gracia, & Mc-Keachie, 1991, 1993) were answered on a 7-point likert-type rating scale ranging from 1 (not at all true of me) to 7
(very true of me). He used the Reflective Thinking Questionnaire (RTQ) developed by Kember et al; (2000). To access the four categories of reflective thinking. The result showed that the hypotheses structural paths, in general supported for example, the predictive effect of prior performance at Time 1 on self-efficacy at Time 2, and the predictive effects of self-efficacy at Time 2 and Time 3 on academic performance at Time 5. The decomposition of effects also suggests the possible mediating mechanisms of self-efficacy and reflective thinking. The structure of the collection of data specified five separate time points, spanning over a period of 2 years. The evidence ascertained, in general, supports some of the major hypothesis that I made, for example (a) the impact of personal self-efficacy on academic performance, (b) the formation of self-efficacy via prior leaning experiences, and (c) the effects of self-efficacy on the various categories of reflective thinking practice.

Costas Nicou Tsouloupas, et al., (2014), found the Development of high school Teachers Efficacy: Handling Students Misbehaviors (TEHSM). The author used representations associated with managing student misbehavior across disparate teaching experiences and teaching subject to understand the development of teacher’s efficacy in handing student misbehavior, They used purposive sample technique of 24 Public High School Mathematics Science and PET teachers (Four men and four women from each teaching subject; 19 Caucasian five African American) from a Southeastern state in the United States was recruited from a previous study.

Individual Interviews were also conducted for date collection. Interviews were transcribed verbatim and analyzed manually. Data analyzing consisted of four steps: Comprehending, synthesizing, theorizing and recon textualizing (Huberman and Miles 1994, Morse, 1993). All teachers, largely regardless of teaching experience, subject or TEHSM levels, reflected on similar factors that contributed to their current TEHSM
beliefs. The result inculcates that the majority of participants (79%) believed that most frequently student misbehavior stemmed from their inadequate training in the manner, and therefore, request immediate attention. Teachers expressed the need for future professional development programs that provide practical, current, and relevant information on student behavior management. Specifically, 13 teachers (54%) identified the importance of having this type of training that is convenient, considers the versifying school climates and led by knowledgeable colleagues. The following experts depict these sentiments. More of the training is needed (on student behavior management) to take place where we teach. If one wants students to behave well, he / she needs to have on ongoing communication system with each other on how to do that. More leaders are needed within the district or school to step up and use their experience and knowledge to bring the training closer to everybody.

The second aspect was related to the personal learning process in managing student misbehaviors as being able to recognize effective strategies in handling challenging behaviors and sticking with what works. The third aspect of personal learning indicated that teachers learned to manage student misbehavior by continuing to development and refine their skills through their own exploration.

The present study added to the present literature of factors associated with the development of TEHSM beliefs. Many teachers relied on their personal efforts to learn how to manage student misbehaviors because their formal training with regard to managing student misbehaviors was significantly limited. In addition, teachers expressed their desire for more systematic interactions and support from their principal and colleagues to facilitate the emotional, instrumental and informational support necessary for the development of stronger TEHSM beliefs, Last, providing teachers with effective learning resources and specific teaching tools associated with high
efficacy beliefs that increase the likelihood of well-managed class can be crucial in promoting positive student behaviors and improving the overall learning climate.

Robert Power, (2015), outlines the distillation of the collaborative situated active mobile learning design framework. This frame work highlighted the promoting teacher self-efficacy. This study examined increase in teachers’ perceptions of self-efficacy with mobile learning after participating in an online professional development course. The investigator designed CSAM framework for promoting teachers’ self-efficacy and integrate mobile reusable learning objects (RLOs) in to their teaching practice. This work has indicated an interest in the learning design framework to guide for best reflective practice. This study explored the impact on teacher self-efficacy of using CSAM to facility instructional activities. The conceptual framework of CSAM illustrates how case studies of practice in relation with mobile learning and practice, the reflecting practice for integrating mobile RLOs to facilitate collaborative learner interactions.

This study resumed the total gain of learning through the design work mobile learning and facilitates pedagogical strategies to learner interactions. The worker of this study raises some valuable questions. Do teachers perceive grater self-efficacy when using the CSAM framework? Do teachers perceive their use of mobile RLOs to be more effective when using the CSAM framework? Quantitative methods were used in this research study to determine how the self-efficacy of teachers changed. This study delimited the participants who voluntarily enrolled in the CSAM one the professional development course. This study embedded with four stages, first stage creates development of online professional course about mobile reusable learning objects for collaborative learning in the second stage, professional development training was provided to teachers and graduate level students through the online course. In the third stage, it involved conducting follow-up interviews and surveys with selected course
participants. The fourth stage of this research work involved analysis of the collected data, in the form of quantitative and qualitative approaches. In this work a design based research (DBR) approach was used. A mixed-methodologies approach was employed for data analysis. Teachers were also invited to participate in the course and research study from K-12 schools affiliated with Mid-western United states. The data were collected in four separate surveys through mobile Teachers’ Sense of Self-Efficacy Scale (TSES), Teachers Sense of Inclusion Efficacy Scale (I-TSES), and Teachers sense of Inclusion Efficacy Scale with Technology items (I-TSES). The survey was included at the end of the professional development course to solicit feedback specific to the training itself. The results of this study indicate that the course had a positive influence on teachers’ perceptions of self-efficacy with mobile learning. The result of this study also supports the use of the CSAM learning design framework to help frame decisions about the pedagogical components of instructional design when planning to use mobile reusable learning objects to support collaborative learner interactions.

Samuel, O.Salami, (2015), conducted a study to investigate the relationships of emotional intelligence and self-efficacy to work attitudes of secondary school teachers in south western Nigeria. This study comprised of 475 secondary school teachers out of which 230 males and 245 females were drawn as sample. This work investigates to measure the demographic data from which it includes career commitment, organizational commitment, emotional intelligence, self-efficacy and work family conflict were administered to the teachers. The data are analyzed by using hierarchical multiple regression analysis. This study adopted a survey research design that utilized expost facto research type and questionnaires were used to collect data from the respondents. The investigator used emotional Intelligence test developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden and Dornhein (1998). It comprised of 33 items with five point scale. Organizational commitment was measured by the
organizational Questionnaire (OCQ) by Mowday, Steers and Porter (1979). It has 15 items with 5-point Likert-type response. Work-family conflict was measured by Hassan (2004) (WFCS). It has three items with 5-points scale. Career commitment was assessed by a 7 item scale developed by Lam, Foong and Moo (1995) with Five-point scale. Results indicated (Talso-1) that there are no significant relationships found between the demographic variable and the dependent variables. Emotional intelligence was positively and significantly related to career commitment ($\beta=0.32$, $t=4.50$, $p<0.05$).

The investigator of this work discharged a result and indicated that teachers who have high emotional intelligence and high self-efficacy develop more emotional commitment to their organizations and are also more committed to their career. That emotional intelligence was significantly related to career commitment and organizational commitment support to their career and organizations. That self-efficacy was significantly related to career commitment and organizational commitment support to their career teachers with high self-efficacy are likely to be motivated to persist new approaches to overcome difficulties. Result of this study also revealed that emotional intelligence was negatively and significantly related to work formerly conflict. The investigator suggested that retaining talented and knowledgeable teachers becomes the concern of both organizations and the individual teacher which may have positive impact on valuable work force. The teachers should be given responsibility for providing attractive and conducive working environments that will motivate the teachers to resolve any ensuring work family conflict.

2.10. ANALYSIS OF THE STUDIES REVIEWED

The investigator of the present study searched many articles, research reports, locating surveys, theses, information of dailies, covering weeklies, magazines, and so on and found that there is no work at the end conducted on professional development of
teachers in relation with teachers’ job satisfaction and teachers’ self efficacy at higher secondary schools. Therefore it is the pioneer study on the title. But some studies were conducted on professional development of teachers, Job satisfaction in teacher’s profession and self-efficacy work was carried on teaching area. Meanwhile there are no correlation studies or any comparative works among the above said titles.

In view of the changing scenario in educational research, both findings of new ideas and implementing the educational implications are quite essential for the full range of input to teaching and professional growth. The aim of this chapter is to record briefly the findings of a few research studies. Experimental studies and few case studies were also conducted on topics that are related to appropriate for the study. The investigations of these studies used the standardized tools and some of them used the self developed tools. The statistical techniques applied in most of the studies were percentage analysis, ‘t’ test, ‘F’ test, Chi- square and Pearson Moment Correlation, descriptive statistics, paired ‘t’ test and One – way analysis of variance.

2.11. IDENTIFICATION OF GAPS

As far as the studies reviewed by the investigator, the following gaps have been identified

➢ Only a few studies have been done on the professional development of teachers and teachers’ self efficacy.

➢ Many studies have been done on the teacher’s job satisfaction.

➢ The professional development, job satisfaction and self efficacy of teachers have not been correlated with one another.
2.12. THE PRESENT STUDY

In order to bridge the gap mentioned above, the present investigation differs from all the above studies in the sample of population, research tools, and demographic variables in total and different dimensions of the concept. The investigator selected the appropriate title for the investigation and survey supporting literature and studies contributing to understand the sense of title. For this purpose the study adopted a suitable methodology for achieving the perspective objectives to reach the designing of the plan.

2.13. CONCLUSION

The related literature and studies are reviewed critically and recorded in this chapter. The gaps identified by the investigator are also mentioned. This is followed by the brief description of the present study and how it is different from the studies reviewed and recorded. The detailed discussion on the plan and procedure of the study including research design, methodology, sample, the tools, the statistical techniques applied and delimitations fixed follows in the pursuing chapter.