2.4 REVIEW OF THE PAST STUDIES

2.4.1 Introduction

The review of the past studies is an important part which needed to be connected with the work already done and to attain an overall relevance literature. It helps the researcher to develop thorough understanding and insight into area of research and the trends that have emerged. The review of literature thus becomes a link between the research proposed and the studies already done. It tells the researcher about aspects that have been already established or concluded by other authors, and also gives a chance to the reader to appreciate the evidence that has already been collected by previous research. (V. Kumar. 2007: 3)\(^95\)

Researchers usually summarize relevant literature in the introduction to research reports. This is because the review of literature provides readers with a background for understanding current knowledge on a topic and illuminates the significance for the new study. Research is made in order to inform people with new knowledge or discovery. The credibility of the research will be to support with the previous researches. This is where the literature review comes in. The literature sources can be studied from comments, projects, article, novel, poem, essay, theory, books newspaper, magazine, website, webpage, paper collection, pamphlet, and another research work. The effective literature review should include the following characteristics:

1. Analysis of quality literature methodologically
2. Provide a firm foundation to a research topic
3. Provide a firm foundation to the selection of research methodology
4. Demonstrate that the proposed research contributes something new to the overall body of knowledge or advances the research field’s knowledge-base.

Webster & Watson (2002: 13)\(^96\) defined the literature review as “the use of ideas in the literature to justify the particular approach to the topic, the selection of methods, and demonstration that this research contributes something new”. They noted an effective literature review as one that “creates a firm foundation for advancing knowledge”. It facilitates theory development, close areas where a plethora of research exists, and uncovers areas where research is needed. Hart, D. (1998)\(^97\) noted that for the literature reviews
“quality means appropriate breadth and depth, rigor and consistency, clarity and brevity, and
effective analysis and synthesis” Therefore, the researcher has made an attempt to survey
the literature related to the teachers’ competencies and collaborative supervision
performance before rushing into planning and procedure of the study.

2.4.2 Importance of the review of the related of literature

Before the researching, one must study a literature review which is needed for
any quality research endeavor. Research is defined as an endeavor that scholars
“intentionally set out to enhance the understanding of a phenomenon and expect to discover”
(Leedy & Ormrod. 2005: 4). Two critical considerations stem from this definition:

(a) Research must enhance the current understanding of a phenomenon, or
contribute to enhance the body of knowledge.

(b) Research must communicate what was discovered in the new study.

Knowing the current status of the body of knowledge in the given research field is an
essential first step for any research project.

An effective literature review accomplishes this step by:

(1) Helping the researcher to understand the existing body of knowledge
including where excess research exists (i.e. what is already know?) and where new research
is needed (i.e. what is needed to be known?).

(2) Providing a solid theoretical foundation for the proposed study (related to
“what is already known?”).

(3) Substantiating the presence of the research problem (related to “what is
needed to be known?”).

(4) Justifying the proposed study as one that contributes something new to
the body of knowledge.

(5) Framing the valid research methodologies, approach, goals, and research
questions for the proposed study.

A large part of review of literature actually needs to be done even before the
research project is formalized. This is essential to make sure that the researches are not
repeating the work that someone has already done earlier. Sometimes, if the research has
already been undertaken earlier, then it provides an option of modifying the work by adding a
new perspective or altering some of the methods of research to obtain a perspective that will be different from earlier works and thus more valuable. Occasionally, the work may be exact repetition of the work done earlier, but with a different set of data or sources of facts, and purpose of the research may just be seen if the results are similar to earlier works.

A good researcher usually goes through a lot more literature than is actually incorporated in the paper. This is because different literature may have differing relevance for the current project and all of it may not worth reporting in the end, but in the initial phase, when the researcher is looking for all aspects of an issue that could be relevant one would like to extensively explore the literature and see if any relevant findings are already available. Some of the literature reviewed is directly relevant and hence used as a preface to explain the background of work. Then other reports may be relevant from the point of view of the project as they provide some clues to the puzzle by suggesting a hypothesis, which may be the subject matter of your research project.

Review of literature is also important to highlight difference in opinions, contradictory findings or evidence, and the different explanations given for their conclusions and differences by different authors. In some cases, an analysis of these factors can help one to understand many facets of a complex issue and at other times, such analysis can lead to a new possibility that can be researched upon in the current project. Thus review of literature is a very important part of one’s research.

It can be said that there is hardly any research project which is totally unrelated with research that has already taken place. Usually every individual research project only adds to the plethora of evidence on a particular issue. Unless the existing work, conclusions and controversies are properly brought about, most research work would not appear relevant, not will it appear important in the whole framework. Thus, review of literature is a very important aspect of any research both for planning the research work as well as to show its relevance and significance. Review of the related literature is necessary to show the available evidence to solve the problem adequately and thus the risk of duplication can also be avoided. Again it is necessary to provide ideas, theories, explanations or hypotheses valuable in formulating the problem. It also suggests methods of research appropriate to the
problem, to locate comparative data useful in the interpretation of results and to contribute to the general scholarship of the researcher.

The present chapter has presented the review of past researches related to the teachers’ competencies and the collaborative supervision performance within the schools.

2.4.3 Review of past researches related to the teachers’ competencies and the collaborative supervision performance within the schools

The researcher has reviewed 11 past studies related to the teachers’ competencies and the collaborative supervision performance within the schools. The review of the related literature has provided a thoughtful guideline in understanding the objectives of the study, variables of the study, sample of the study, procedure, tools used in the study, analysis of data, and major findings. The reviews of past related studies are as follows:

STUDY 1


Objectives of the study
There were two objectives in the study:
1. To identify the need of teachers’ competencies for adult education.
2. To identify the strength of teachers’ competencies for adult education.

Variables of the study
In the study, the need of teachers’ competencies for adult education and the strength of teachers’ competencies for adult education were the dependent variables.

Sample of the study
There were two teachers volunteered to participate as part of the school’s programme for improvement activity. One teacher was new to adult education and works primarily in the family literacy programme. The second teacher was an experienced educator in adult education and adult literacy and works in family literacy.

Research Design
The experimental research, pre-measure and post measure, was utilized for this study. Two volunteered teachers participate as part of the school's programme for improvement activity. One teacher was new to adult education and works primarily in the
family literacy programme whereas the other teacher was an experienced educator in adult education and adult literacy and works in family literacy. The two participants, along with the administrator, attended the Teacher Competency kick-off in October of the programme year. During the initial training, the participants became familiar with and completed the Teacher Competency Assessment Instrument, known as the Self-Directed Staff Development Assessment Instrument. After the initial training was completed, the administrator scheduled an interview with each of the participating teachers to review the assessment and to develop a Professional Action Plan. The Professional Action Plan entails selecting two competencies from the assessment instrument upon which to focus. The one competency is an identified need, and the other is identified as strength.

Tools used in the study

The main tool used in this project is the Self-Directed Staff Development Assessment Instrument. The instrument was originally developed in 1999 and comprises five standards, 13 subunits, 29 performance indicators, and 139 competencies.

Analysis of data

Rating points are assigned to each competency using a scale of one to five. Therefore, a comparison of the pre- and post-measures can be made for each of the three competency levels. The self-assessment measures were tabulated for each teacher and compared. The data that were examined compared changes in self-assessed skill levels for each competency using the one-to-five rating scale at the three levels of novice, experienced, and master. The content analysis was also used to analyze the data and presented along with the frequency and percentage.

Major Findings

Each teacher was asked to complete the Self-Directed Staff Development Assessment Instrument in a pre- and post-measure technique. The pre-assessment was conducted in the beginning of the programme year prior to the implementation of professional development activities. Throughout the programme year the teachers implemented professional development activities as identified by their Professional Development Plan, which was developed from the Self-Directed Staff Development Assessment Instrument.
At the conclusion of the programme year, the teachers were reassessed with a post measure to determine if the professional development activities identified in the Professional Development Plan were effective. Of the 139 competencies there are 65 novice-level competencies, 51 experienced-level competencies, and 23 master-level competencies. Data from the experienced teacher indicated an increase at each level. At the novice level the teacher increased her overall rating by 29 points. At the experienced level this teacher increased by 32 points. Finally, at the master level the teacher had an overall increase of 12 points. The novice teacher had very similar results. She increased 31 at the novice level, 32 points at the experienced level, and 18 points at the master level. If a top rating of five was attributed to each category and tallied, there would be an achievable total of 325 in the novice level, 255 in the experienced level, and 115 at the master level. The experienced teacher’s totals for each level on the pre-assessment were 267 for the novice level, 180 for experienced, and 61 for the master. Therefore, this teacher posted significant gains at each level. For the novice level she posted an 11% gain, 15% at the experienced level, and 16% at the master level. The novice teacher’s totals were 236 for novice, 158 for experienced, and 39 for master. Her increases were also significant. She had a 12% increase at the novice level, 17% for experienced, and 32% at the master level. At the conclusion of the project, the teachers were asked to reflect upon their participation in the project. Both teachers felt that participation in the project was a very positive experience, that their teaching confidence increased, and that each grew “professionally.” The teachers’ comments were inspiring.

STUDY 2

“A study of teachers’ competencies that effect change in secondary science teachers’ classroom practice” (Centre for applied research and educational improvement, University of Minnesota, Minneapolis, U.S.A. 2004)

Objectives of the study

The purpose of this study was to identify teachers’ competencies that help teachers successfully translate full inquiry skills into their science teaching practices. Both science content and process were integral to the professional development opportunity that is the focus of the study. The content, monarch butterfly ecology research, provided a means to engage teachers and their students in meaningful, authentic inquiry.
Variable of the study

The teachers’ competencies that effect change in secondary science teachers’ classroom practice were the dependent variable of the study.

Sample of the study

The sample of the study was 20 teachers. The study indicated the outcome of teachers’ competencies of professional development opportunity that consisted of 2-week-long resident institutes for teams consisting of a secondary science teacher and two students.

Tool to be used in the study

The processes of authentic inquiry were utilized throughout the programme, providing practice in an array of complex integrated science process skills and research methodology.

Research design

A mixed methodology was used to identify the degree to which teacher content knowledge and use of inquiry increased. The Qual-Quan method, in which the qualitative phase occurs first, followed by a quantitative analysis of data, provided structure for the analysis.

Major findings

Project findings show that the number of teachers providing opportunities for their students to conduct full inquiry increased significantly after their participation. A mixed-methodology analysis that included qualitative and quantitative data from numerous sources, and case studies of 20 teachers, revealed that the characteristics of the programme that helped teachers successfully translate inquiry to their classrooms were: deep science content and process knowledge with numerous opportunities for practice; the requirement that teachers demonstrate competence in a tangible and assessable way; and providers with high expectations for learning and the capability to facilitate multifaceted inquiry experiences.

STUDY 3

“Evaluation study of competencies of secondary school teachers in Punjab”
(Safia Bibi: 2005)

Objectives of the study

1. To investigate status of competencies of secondary school teachers
2. To indicate the weakness in competencies of secondary school teachers
3. To identify those personal and professional competencies of teachers which are considered necessary for effective teaching

4. To compare the professional competencies of in-service teachers with prevailing criterion

5. To suggest measure for improvement of competencies of secondary school teachers

Variables of the study
Teachers’ competencies were the dependent variable which consisted of 5 aspects i.e. personal competencies, academic competencies, planning curriculum and instruction, classroom management and social competencies.

Sample of the study
There were 50 teacher trainers of college/University, 800 secondary school heads, 4,000 secondary school teachers, and 4,000 secondary school students to be the sample of the study.

Research design
In order to obtain the data to arrive at proper results of the study, the researcher decided to make use of descriptive research method (survey technique).

Tools used in the study
1. A questionnaire for head of teacher’s training institutions and teacher trainers comprising of 28 items.
2. A questionnaire for head of secondary school comprising of 50 items.
3. A questionnaire for secondary school teachers comprising of 50 items.
4. A questionnaire for secondary school students comprising of 50 items

Analysis of data
Data collected through the tools were tabulated, analyze and interpret. For each category of respondents, the responses were given in each item as well as in total score and were shown in tabular forms. The responses of open-end items were prioritized on the basis of frequency. For the statistical treatment of data, percentage and Chi square was applied.

Major findings
On the basis of analysis of data following conclusions were drawn.

1. A vast majority of heads of teacher training institutions, teacher trainers, heads
of secondary schools, secondary school teachers and students accepted that secondary school teachers were aware of the national goals and objectives of education. They could understand and transmit the concept of values and develop patriotism in the students.

2. It was found that secondary school teachers were aware of time management skills; they kept the classroom environment conducive for learning and improved the learning skills of the students by using different behaviour modification techniques. They prepared lesson plan carefully and taught according to it by using techniques of questioning properly. They used grammatically correct language in teaching.

3. Majority of heads of secondary schools, secondary school teachers and students agreed that teachers had dynamic personality, clear voice, performed their duties honestly, evaluated the work of student regularly, gave individual attention and developed self-confidence in their students, by encouraging cooperative and independent work.

4. Majority of the respondents reported that the secondary school teachers in promoting the social behaviour and had good relations with colleagues, parents of students and administration.

5. Majority of secondary school teachers and students agreed that secondary school teachers had command over they content they had to teach, and they were competent to relate the lesson to daily life through examples. They also gave appropriate assessment, homework and assignment to the students and they had diagnostic skill.

6. A significant number of secondary school teachers pointed out the week competencies of the teachers such a lack of command over language, excess of periods being taught by them, usage of ineffective teaching methods and their habit of imposing their own ideas on students, All these weaknesses may be attributed to the ineffective system of supervision and accountability.

7. Most of the heads of secondary schools reported that, the secondary school teachers did not have command over the subject they had to teach, they did not relate the lesson to daily life, and they were unable to diagnose the learning difficulties of the students. Such weakness might have emerged due to lack of proper training of the secondary school teachers.

8. Majority of the heads of secondary schools, heads of teacher training institutions, secondary school teachers themselves and the students agreed on the points
that secondary school teacher were found dealing with the students in non-psychological way, perhaps due to lack of training in child psychology. They had poor knowledge of aids and test construction that demands proper training in these areas.

9. Heads of teacher training institutions and teacher trainers pointed out those prospective teachers did not understand the changing role of the teacher in education and society, and they were unaware of the problems being faced by the secondary school teachers.

10. The heads and teacher trainers also expressed their views that prospective teachers could not relate the knowledge of different subject with each other because they lacked communication skills.

STUDY 4
"A study of teachers’ competencies in the teaching of mathematics in english in Malaysian secondary schools" (University of Technology, Malaysia: 2005)

Objectives of the study
1. To examine the effectiveness of the training programmes on improving of competencies of Mathematics in English teachers
2. To gauge whether of not the training given were adequate and relevant to the needs of the teachers to teach the English subject

Variable of the study
The competencies of teachers in the teaching of Mathematics in English were the dependent variable of the study. The competencies of teachers in the teaching of Mathematics in English consisted of three aspects i.e. teachers’ speaking ability, teachers’ reading ability, and teachers’ writing ability.

Sample of the study
A research involving 575 teachers was conducted throughout the country. They are regarded as excellent and competent teachers by parents based of the excellent academic achievement of the students with the implementation of the teaching of mathematics in English through the integration of ICT in 2003. The respondents were selected using the purposive sampling method.

Research design
In order to obtain the data to arrive at proper results of the study, the researcher
decided to make use of descriptive research method (survey technique).

**Tool used in the study**

Questionnaire was used as the instrument for data collection. The questionnaire was constructed and designed by the researchers themselves using the model introduced by Stufflebeam (1966), known as the CIPP Model, as a guide. It was built based on the objectives of the research, in line with what was proposed in the adopted model. A four-level Likert Scale (1967) was used in the research as a form of measurement of the respondents’ responses and they are represented as follows: (1) represents Disagree (24% and less), (2) represents Somewhat Disagree (25% - 49%), (3) represents Agree (51% - 74%) and (4) represents Strongly Disagree (75% - 100%).

**Analysis of data**

The data for the research were collected from six different zones in both West and East Malaysia and each zone was represented by a particular state. The responses given by the respondents were collected and later analyzed using SPSS (Statistical Package for Social Science for MS Windows Release 10.05) software. The statistical analyses used in the research were frequencies and percentages. The reliability (Alpha Cronbach) level of the questionnaire is 0.92.

**Major Findings**

The finds of the research reveal that the implementation of the teaching of Mathematics in English in schools was at satisfactory level. The respondents also agreed that they have improved their command of the English language and that their level of confidence to teach mathematics in English have also improved. Language is a very important tool used by teachers to deliver knowledge, instruction and skills to students. The ability of teachers to use language effectively in their teachings will not only help students to understand the subjects better but also will lead to many other positive traits such as it will raise interest amongst the students on the subjects themselves, students’ attitude towards the subjects will be positive, thus resulting in higher motivation to learn more, and the end result will be none other than better grades in the subjects. In this study three aspects of teaching ability as reported by the respondents of the study have been discussed. They are:

**Teachers’ speaking ability**

This finding is considered as a big setback for the implementation of the
teaching of Mathematics in English because quite a high percentage of the respondents admitted to lack of ability to teach Mathematic in English. This problem could be associated with other factors, such as their inability to speak and pronounce words correctly, lack of knowledge of the English grammar and their inability to effectively use transitional marker in the teaching of Mathematics. It was also found that there are a number of respondents who could not deliver their ideas during the discussion sessions; some were unable to discuss experimental results, and explain the experiments and problem-solving procedures systematically in Mathematics.

**Teachers’ reading ability**

The findings also found that the majority of the respondents agreed that they knew how to search for information from reference books written in English and access materials in English from the internet. However, 23% of the respondents disagreed that they could access materials from the internet. This could be due to the lack of computer with internet facilities in some schools rather than in competency of the respondents to use the internet to access information.

**Teachers’ writing ability**

The results of the research revealed that 90.7% of the respondents were able to write what they have planned in English. The respondents were able to prepare their teaching notes in English. They also agreed that they can write good teaching instructions in English (Item 17) and prepare examinations question in English. However, there are some respondents (20.5%) who admitted not having the ability to prepare the examination questions in English and 15.8% respondents were unable to prepare teaching notes in English for their students. These groups of respondents should be exposed to various programmes in order to help them upgrade their knowledge and skills in teaching Mathematics in English.

**STUDY 5**

“A study of competencies of elementary school teachers contribute to their professional growth in implementing inclusive classroom practices” (Jordan A.C. : 2005)

**Objectives of the study**

The study examined the level of competencies of elementary school teachers
contribute to their professional growth achieved by teachers over several years, in a school system that promotes policies for including students with disabilities in regular classrooms. It examines five general educations elementary classroom teachers' beliefs about students with special education needs and about their roles and responsibilities in working with them.

Variable of the study

The competencies of elementary school teachers contribute to their professional growth in implementing inclusive classroom practices was the dependent of the study. The competencies of these elementary school teachers consisted of (1) the initial recognition of the learning difficulties competencies; (2) the competencies of providing the programme adaptation; (3) the competencies of monitoring of student progress; (4) the competencies of the teacher's collaboration with resource staff, and (5) the competencies of the teacher's collaboration with the students' parents.

Sample of the study

The teachers who participated in this study were elementary school teachers in Ontario, Canada, who taught during a time of significant policy change. Towards the late 1990s, with the growing understanding of the widespread nature of disability, significant changes occurred in Ontario’s special education legislation.

Research design

In the study, five teachers were interviewed about their beliefs about and practices in inclusion and were interviewed a second time four years later. In the interviews teachers described their work over the preceding school year with two students, one exceptional and one at risk of academic failure. The interviewer covers five topics: initial recognition of the learning difficulties; the programme adaptations provided by the teacher; monitoring of student progress; scope of the teacher's collaboration with resource staff, and with the students' parents.

The five teachers’ earlier and later audio recorded interview data and transcripts were used for analysis in this study. All five teachers taught at the same elementary school in the Greater Toronto Area during the time of both the earlier and later interviews and volunteered to participate on both interview occasions. One teacher taught both overseas and in a northern community after his initial interview in 2000. In 2004 he returned to the same school and again participated in the study. The teachers represented in this study
taught various grades from one through eight. Four of the teachers had split grade teaching assignments during one of their two interviews.

**Tool used in the study**

The P-I interview was designed to elicit teacher beliefs about inclusion and about the related roles of classroom teachers in an inclusive setting. The interview also explores how teachers develop in their roles and how they work with colleagues, parents and special education teachers in their classrooms. The phenomenological technique develops in a narrative style with prompting from the interviewer with questions such as “Why did you do that?” and “Did you do anything else?”.

**Analysis of data**

The primary analysis mechanism used in this study was thematic analysis, derived from Grounded Theory. The analysis initially focused on thematically analyzing and one teacher’s data. Within-interview analysis of T1’s earlier interview transcript revealed patterns in her practice and these were recorded directly onto her transcript. The same inductive process was undertaken for T1’s second, later transcript. Between-interview analysis, or constant comparison analysis, occurred when the patterns from T1’s earlier and later interview transcripts were compared. This analysis was possible because the interviewers in the earlier and later interviews used the same interview questions to guide the participant and therefore the same topics were covered in both interviews.

The comparison of T1’s earlier and later transcripts led to the sorting and reorganization of her emerging patterns into potential themes and sub-themes in the form of a broad framework structure. This allowed for the visual representation of sub-themes emerging from primary themes. The same process of within-interview and between-interview analysis was then completed for another teacher, using his earlier and later interview transcripts. New themes and sub-themes not already identified in T1’s analysis were added to the broad framework structure. The patterns that emerged for both teachers were then compared to each other allowing for additional between-interview and between-participant analysis.

**Major findings**

It was evident that the five teachers’ initial interviews differed in the extent to which the teachers saw themselves as responsible for meeting the needs of their students
with special educational needs. Progress in teachers’ professional growth was marked by increased competencies i.e. depth, scope and complexity of the accommodations they described their use of IEPs as working documents and as collaborative tools, how and when they drew on resources beyond the classroom to supplement instructional opportunities for students, and whether and how they coordinated their instruction with remedial and supplementary programmes. Collaboration with programme support teachers and parents differed markedly across the group of teachers, although in the case of one teacher this may not have been related to beliefs about inclusive education since he described his teaching philosophy as focusing exclusively on the development of student self esteem.

STUDY 6

“A study on teachers’ competencies and their effects on students attitude” (Firat A. 2006)  

Objectives of the study
1. To investigate students’ self-reported beliefs with a data collection package (henceforth DCP) designed to assess students’ attitudes towards teachers and learning.
2. To examine the teachers’ competencies, students’ beliefs about teachers’ attitudes, their self-reported practices, and the relations between their self-reported beliefs about teachers’ attitudes.

Variable of the study
The teachers’ competencies and their effects on students attitude was the dependent of the study whereas sex, age and learning achievement were the independent variables.

Sample of the study
The participants were 181 (141 girls; 40 boys) high school students enrolled in 4 different state schools in two provinces of Turkey. Their ages ranged from 16 to 18 years old.

Research design
The survey technique has been used in the study.

Tool used in the study
The teacher questionnaire (TQ) was developed out of an existing literacy survey in accordance with the needs of Turkish students. The items on the TQ and other questions were intended to sample students’ beliefs and their self-reported practices towards their
attitude to teachers, learning and being in a classroom as direct participants.

Analysis of data

In order to fulfill the stated goals of this study, the items were analyzed by using factor analytic methods. The internal consistency reliability of the scale, assessed by Cronbach, was found to be 0.85. The responses given by the students to TQ were factor analyzed and gathered under 3 subgroups (dimensions). Since factor analyzing the input displayed that the items available in TQ were to be put into three subgroups namely, pedagogical, personal, and professional, the specifically obtained factors (dimensions) were named as the results displayed. The distributions of the scorings that students marked were taken into consideration as descriptive findings. Additionally, variance analysis was used to test the gender and grade differences of students’ scorings. At the final stage, subgroups obtained from factor analysis procedure were tested with Multi-Dimensional Scaling method of SPSS. Apart from TQ, open-ended questions that revealed students views were included in the analysis as a case study.

Major findings

It was indicated that pedagogical and personal scores of students were the top rated findings. Contrary to the expectations, overall student responses to the teachers’ competencies were significantly lower than the two other factors. Discrepancies among the three subgroups might be attributable to the institutions’ and teachers’ different missions and purposes as well as students’ point of views. Additionally, there are factors that may restrict the generalize ability of these findings at first sight: the majority of the sample consisted of female students, but a minority was male. Yet the general atmosphere in Turkey proves that in English division classes these findings may represent other counterparts since the male population in such classes is fairly low. The research reported did not look directly at gender differences in student perceptions of teachers’ competencies. They found girl students were more sensitive to the interpersonal characteristics of their teachers’ competencies.

There are significant differences according to the age and grade of students. Although ‘dresses up smartly’ is fairly constant between all age groups, with other characteristics there is a much wider variation. It was apparent that the participants of this study including 181 students totally from 9, 10, and 11 grades highly agreed with the objectives of this study.
STUDY 7

"A study of the teachers’ competencies in Korea" (Kwang-Hee Chung, 2007)

Objective of the study
1. To search for theoretical basis of competencies commitment,
2. To determine the teacher’s competencies commitment and excavating its effective factors by interviewing teachers having high competencies commitment,
3. To study the relationship between the teacher’s competencies commitment and its effective factor,
4. To provide the suggestion for enhancing competencies commitment of teachers.

Variable of the study
Teachers’ competencies were dependent variable of the study. 80 commitment traits were drawn from 3 fields (areas of individual, organizational, and performance of duties) 9 realms (areas of humanity, view on education, interpersonal relations, performance of duties, teaching guidance, guidance, management of class, performance of school administrative affairs, and development of expertise). Also, 23 factors were drawn for influential factors for teachers' commitment. The influential factors are classified into individual factors of teacher and environmental factors; the six individual factors of teacher include: (1) Enthusiasm for the teaching profession, (2) humanity of the teacher, (3) confidence in teaching and teaching course (4) teaching experience, (5) family and physical factor (6) a role model.

Seven environmental factors include: (1) school administrator, (2) interpersonal factor, (3) performance of duties, (4) development of expertise, or learning opportunities, (5) successful experience, (6) promotion system and incentives, and (7) socioeconomic background of student.

Sample of the study
48 teachers, among the 144 teachers chosen on the recommendation of municipal and district Office of Education, were chosen for in-depth interviews.

Research design and tool used
Qualitative research methods were mainly used and various methodologies to complement the method were used, for it was necessary to disclose actual logics and
teachers for the development of competencies commitment, morale, and expertise of

teachers. Specifically, to provide theoretical basis including the concept of teacher's

competencies, a study of documents was conducted; an in-depth interview was performed to

reveal the actual logics and the teachers' competencies situation; a survey to verify the

authenticity of the traits of competencies and influential factors that had been disclosed

through in-depth interview was performed; and six rounds of expert committee were held to

get advice in research scheme, progress, and evaluation process.

Toole used in the study

The depth interview on traits of highly professional teachers was used to be the

tool of the study. Regarding the 80 traits of teachers, competencies, and the 24 influential

factors drawn from the analysis of the interview, a survey was executed to verify the reliability

of contents. The five traits of teacher commitment shown in professional teachers of Korea

are: (1) The grace to perform teaching duty (including view on education, view on teaching

profession, view on children, (love and passion), (2) The ability of teaching (efficiency of

teaching) (including preparation for class, reconstruction of content, teaching inducing

motivation for study, passion towards teaching subject, etc.), (3) Interpersonal relationship

and partnership (relationship with students, teachers, school administrator, parents of

students) (including consideration of others, respect, sacrifice, etc.), (4) Problem solving

ability or ability to execute tasks (including high motivation for accomplishment, responsibility,

cooperation, driving force, creativity, etc). (5) Self improvement or self reflection ability

(including self-examination, effort for research, will for training, investigation ability, etc.)

Major findings

The finding of survey on influential factors of teachers’ competencies

commitment, while influential factors drawn from the analysis result of interview were 33, 14

factors drawn from survey showed consent level of above average. Among them, 'a will for

autonomous enthusiasm, and efforts' and 'change in students' showed highest consent

levels; in addition, 'pride and self-respect of teacher' appeared to be the most influential

reinforcement factor. As a result, from the interview and result of investigation, a general

understanding that not external factors but the inner stimulation and motivation of a teacher

are most influential factors in teacher's competencies commitment, is confirmed.
STUDY 8

"A study of teachers’ competencies standards: The case of Turkish teacher candidates" (Suleyman Sadi Seferoglu. : 2007)

Objectives of the study

1. To investigate the extent to which teacher candidates believe they possess the teachers' competencies specified by the Ministry of Education.

2. To examine their departments’ contribution in acquiring those competencies.

Variable of the study

The teachers’ competencies standards were the dependent variable of the study whereas sex and department (department of Computer Education and Instructional technology, Early childhood, Elementary education, Science education, Mathematics education) were independent variable.

Sample of the study

The study was conducted with 163 senior year students from several departments in Faculty of Education in Ankara, Turkey i.e. the students from department of Computer Education and Instructional technology, Early childhood, Elementary education, Science education, Mathematics education. Those students have already finished their student teaching practices. Therefore they can be the teacher candidates. In addition, during their four years of study they have examined different aspects of teaching and what teaching is all about. Thus, they can evaluate their future performances and their levels in terms of teaching competencies.

Research design

The survey technique was used to verify the competencies of teachers. The participants were asked to evaluate their own competencies with reference to the given items in the instrument using a scale ranging from “poor” to “excellent”.

Tool used in the study

The teaching competencies developed by a commission in MONE consisted of three main categories including: instructional competencies”, “general social-cultural knowledge and skills”, and “field-specific knowledge and skills”. There were 14 categories with 206 competency items in the tool. This tool included 4 points Likert scale with 0.98 reliability coefficient.
Analysis of data

The data were analyzed by SPSS statistical package. For every teaching competency, in 14 competency categories, percentages and means were calculated; t-test and one way ANOVA tests were conducted to look for significant relationship between competency scores and different variables such as candidates’ gender and department.

Major findings

The findings indicated that in most of the competency area, students find themselves “good” or “excellent”. The participants’ evaluation of their competencies do not show any significant differences based on gender, but the department.

Findings are presented under the following 14 teachers’ competencies categories: (1) School improvement, (2) Knowing the students, (3) Planning the instruction, (4) Material development, (5) Developing school environment relations, (6) Managing the Instruction, (7) Measurement and evaluation, (8) Guidance, (9) Developing basic skills, (10) Helping the students with special needs, (11) Teaching adults, (12) After school activities, (13) Personal development, and (14) School improvement

STUDY 9

"Instructional supervision: its impact to teachers and students performance”

(Senar, Gerumi S.: 2003)

Objectives of the study

1. To determine the impact of instructional supervision on teachers' performance in the secondary schools

2. To determine the impact of instructional supervision on students' achievement in the secondary schools

Variable of the study

The impact of instructional supervision to teachers and students performance was the dependent variable of the study. The instruction supervision referred to the perceived supervisory practices of secondary school heads along organization, classroom visitation, research, professional training and guidance and evaluation and the level of teacher performance along instructional competence, professional and personal characteristics, punctually and attendance and plus based on the Performance Appraisal System for
Teachers. The student achievement based on the division Achievement Test in English, Mathematics and science.

Sample of the study

Five secondary school heads in Garchitorena district, thirty teachers and eighty fourth year students of academic year 2002-2003 were the sample of the study.

Research design

The descriptive research (survey technique) was used to verify the instructional supervision. The participants were asked to evaluate their opinion on the questionnaire.

Tools used in the study

A questionnaire was designed as the main tool in gathering needed data and the results of teacher performance and Division Achievement Test were used. Pearson Product Moment Correlation was used to determine the collection of instructional supervision on teacher performance and of teacher performance on student achievement.

Analysis of data

The descriptive-correlation method was used in this study.

Major findings

1. School heads were perceived by their teachers to perform very well in the five aspects of the supervisory practices.

2. The teachers had an overall very satisfactory performance rating and performed beyond the target; however, majority did not have professional and technical skills other than their classroom or instructional skills.

3. The level of achievement of the high school seniors in English, Mathematics and science was fair.

4. There was a very low correlation between instructional supervision and teacher’s performance.

5. There was a negative negligible correlation between teacher performance and student achievement.
STUDY 10


Objectives of the study

The purpose of the study was to determine the influence of supervision development factors and counseling self-efficacy towards counselor performance.

Variable of the study

The influence of supervision development and counseling self-Efficacy towards trainee counselor performance was the dependent variable of the study.

Sample of the study

One Hundred respondents from three universities in Malaysia were chosen through stratified sampling.

Research design

Correlational research design was used in this study.

Tool used in the study

Six inventories were used. The Supervisory Working Alliance-Trainee Inventory was used to measure supervisory working alliance; the Supervisor Rating Form-Short Inventory was used to measure supervisor’s social influence; the Supervision Questionnaire was used to measure satisfaction towards supervision; the Supervisee Level Questionnaire-Revised was used to measure counseling self-development level; the Counseling Self-Estimate Inventory was used to measure counseling self-efficacy; and the Counselor Performance Inventory was used to measure counselor performance.

Analysis of the data

The data was analyzed by using the Pearson Product Moment Correlation Coefficient, Bivariate Linear Regression and Multiple Linear Regression.

Major findings

1. There was a significant relationship between supervisory working alliance and counseling self-efficacy.

2. There was no significant relationship between supervisor’s social influence and counseling self-efficacy.

3. There was the significant relationship between satisfaction towards supervision...
and counseling self-efficacy.

4. There was the significant relationship between counseling self-development level and counseling self-efficacy.

5. The significant relationship was found between counseling self-efficacy and counselor performance.

6. There was also a significant relationship between supervisory working alliance and counselor performance.

7. There was no significant relationship was found between supervisor’s social influence and counselor performance.

8. The significant relationship was found between satisfaction towards supervision and counselor performance.

9. There was a significant relationship between counseling self-development level and counselor performance.

10. The Bivariate Linear Regression analysis and Multiple Linear Regression analysis showed counseling self-development level being the significant predictor towards counseling self-efficacy.

11. The counseling self-efficacy was the significant predictor towards counselor performance.

12. The Findings obtained from the study can guide counselor educators on the importance of factors such as the counseling self development and counseling self-efficacy of trainee counselors. This is where serious attention should be given in the education and supervision of counselors to ensure the production of good counselors. Overall, the findings of the research give a useful implication in the counseling profession, especially in the field of counselor education and supervision.

STUDY 11

“Formative supervision of teaching and learning: Issues and concerns for the school head” (Gurnam Kaur Sidhu :2010)  

Objectives of the study

This study highlights an exploratory study that investigated the knowledge, understanding and practice of Malaysian primary school heads on formative supervision.
Variables of the study

1. Independent variable
   1.1 Gender
   1.2 Age
   1.3 Teaching experience
   1.4 Qualification

2. Dependent variable
   The knowledge, understanding and practice of Malaysian primary school heads on formative supervision were the dependent variable of the study which consisted of:
   2.1 Knowledge and understanding of formative supervision
   2.2 Purpose of supervision
   2.3 Teachers’ and school heads’ perceptions and opinions on the formative supervision
   2.4 Teachers’ and school heads’ perceptions of supervisors
   2.5 Readiness for formative supervision

Sample of the study
The sample of the study involved 29 school heads and 60 teachers from schools located in two states of Peninsular Malaysia, i.e. Kelantan and Selangor.

Research design

Tool used in the study
The research instruments included questionnaires and semi structured interviews. The interview sessions were conducted with 8 school heads and 10 school teachers from schools located in the two identified states.

Analysis of data
To determine the level of formative supervision of teaching and learning, mean and standard deviation was used for analysis of data. Percentage was used to calculated the frequency of the respondents.

Major findings
The findings of the study indicated that formative supervision left much to be desired among school heads. School heads possessed a limited knowledge and understanding of formative clinical supervision. A majority could not tell the
difference between teacher evaluation and teacher supervision. Furthermore, there was a mismatch between school heads’ and teachers’ perceptions in a number of aspects in the formative supervision process. What is perhaps still happening in schools is teacher evaluation and conventional supervision, leaving formative supervision being hardly practiced in the Malaysian primary schools. The findings of this exploratory study imply that there are a number of issues and concerns that school heads need to address before the real benefits of formative supervision can be reaped by teachers for enhanced students learning in Malaysian primary schools.

From the study, it was note that in today’s keen competitive global environment, schools and institutions of higher learning are entrusted to produce quality human capital that is able to participate and cope with the ever changing market demands. If quality teachers are to beget quality students, then it is perhaps pertinent that we investigate the critical role of the school head as a supervisor of the teaching and learning process.

2.4.4 Difference between the past studies and the present study

After the review of the past studies it can be seen that there is the difference between the past researches and the past research as follow:

1. Objectives of the study

In the past researches, objectives of the study were mainly to study teachers’ competencies and supervision separately.

In the present study, objectives was to study the teachers’ competencies in relation to collaborative supervision performance.

2. Variables of the study

In the past researches, supervision performance was the dependent variable. In the present study, supervision performance (collaborative supervision performance) is the independent variable. On the basis assumption of Glickman and Tamashiro (1981) there are three main types of supervision: directive, non-directive, and collaborative. The collaborative supervision is based on the belief that the teaching and learning process is a dynamic process requiring decision making and problem solving skills. Hence two or more persons can jointly pose hypotheses to a problem, experiment, and implement those teaching strategies that appear to be most relevant in their own
surroundings. The sample was divided into three groups according to the level of collaborative supervision performance of their own schools. The number of teachers belonging to the schools having different levels of collaborative supervision performance is the number of the sample of the study. In the comparison of the mean scores of teachers’ competencies, the levels of collaborative supervision performance are the independent variable.

3. Sample of the study

In the past research, the sample of the study is the representative of teachers or administrators selected from the schools.

In the present study, firstly, the researcher has to determine the level of collaborative supervision performance of each school. After grouping the school having different levels of collaborative supervision performance, the teachers are selected by simple random sampling from their schools to be the sample of the study.

4. Tools used in the study

In the past studies, there were various types of tools to measure teachers’ competencies and supervision performance.

In the present study, the tools used in the study differ from the past. Regarding the teachers’ competencies, the researcher constructed the tool by herself on the basis assumption of Thai professional standards of teaching profession Thailand (2005). The teachers’ competencies was set for the professional guideline, consisted of nine standards i.e. language and technology for teachers, curriculum development, learning management, psychology for teachers, educational measurement and evaluation, classroom management, educational research, educational innovation and information technology, and teachership.

For the collaborative supervision performance, the researcher constructed the tool by herself on the basis assumption of Glickman and Tamashiro (1981). They are ten aspects of collaborative supervision performance i.e. listening, clarifying, encouraging, reflecting, presenting, problem solving, negotiating, directing, standardizing, and reinforcing.
6. Statistics used in the study

Majority of the past researches used the correlation, Pearson product Moment for testing of the hypotheses.

In the present study, percentage, mean, standard deviation, t-test, analysis of variance (ANOVA) is used to test the null hypotheses.

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